

**The scaffolding of group work in teaching English as a foreign language  
(EFL) in Indonesian primary classrooms**

**Anugrah Imani**

**Doctor of Philosophy**

Centre for Educational Research,  
**Western Sydney University**

**2021**

## **Dedication**

### **My husband**

Leo Wijaya

### **My children**

Aurora and Rain

### **My parents**

Didi Mashudi and Nurliah

Adi Djajadi (Alm) and Nining Kurniasari (Almh)

## Acknowledgements

*Alhamdulillahirobbil 'aalamiin.* I would like to express my great gratitude to Allah Swt who has always guided me throughout my PhD journey. There are many people to acknowledge and thank for their help in contributing and enriching the production of this thesis.

Firstly, I especially thank my principal supervisor A/Prof David R. Cole who has motivated and encouraged me to accomplish this study. I feel blessed to have him as my principal supervisor. His constant feedback, guidance, professional knowledge, support and encouragement have inspired, nurtured, and challenged my intellectual, personal, thinking and understandings.

I also would like to thank my second supervisor Dr Eva K. Vass for her support and encouragement, and for bringing another perspective to this thesis, especially in the final stages. I felt fortunate that she introduced me to the concept of *interthinking*. I am really grateful for four years of Dr. Vass' generous guidance. Her professional support sustained my motivation to complete my PhD.

I wish to acknowledge and thank the lecturers and tutors at the Western Sydney University (WSU) who motivated and empowered me to pursue my studies. Special thanks to Dr Renee Lockwood and Dr Susan Mowbray for academic writing support, feedback and encouragement. Their teaching and guidance inspired me and changed my life. A/Prof Chwee Beng Lee for sharing her professional knowledge and skills. Staff of the School of Education for their administrative support throughout my PhD studies. The English lecturers at WSU for their guidance. I would also like to express my sincere thanks to Dr Cheryl Ann Ballantyne for her professional support in copyediting my thesis.

I am also thankful to MORA that provided a generous scholarship for my PhD studies over four years. Special thanks to lecturers of the Faculty of Education in the State Islamic University Bandung, Indonesia, for their support during my candidature.

This work would not have been possible without the support of the tutorial centre where the fieldwork took place and the involvement of the teacher, the students, and the parents. I have learnt a lot from my research participants. Thanks to the principal, 32 students and the EFL teacher, without whom this research could not have been done. Special thanks to Lina, Salsa, Egi, and Bilhaq, for their assistance during the observations during the fieldwork.

Finally, I wish to say a special thank you to all my family and friends for their continued support while I have studied. I am especially grateful for the support, comfort and affirmation I have received from family and friends over the years. Thanks also to my sister, Ila, for her care throughout this process, especially for cheering me on through everything. To my parents, for their love and *duas*, my sister-in-law, Intan, for helping me to take care of my kids. My husband and children, for their patience and tolerance throughout this study. This thesis would not have been accomplished without their love, understanding and encouragement.

## Originality statement

The work presented in this thesis is, to the best of my knowledge and belief. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the texts. I hereby declare that I have not submitted this thesis, either in whole or in part, for a degree at this or any other institution.

A black rectangular box redacting the signature of the author.

Anugrah Imani

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## Abbreviations

CLT	Communicative language teaching
EFL	English as a foreign language
ELT	English language teaching
ESL	English as a second language
EYL	English for young learners
FIAC	Flanders' interaction analysis categories
IRF	Initiation-response-feedback
L1	First language
L2	Second language
S	Student
Ss	Students
S-S	Student-student
SS-SS	Students-students
T	Teacher
T-S	Teacher-student
T-SS	Teacher-students
ZPD	Zone of proximal development

## **Abstract**

Drawing on sociocultural theory, this study aimed to investigate a teacher's scaffolding of peer-supported learning when teaching English as a foreign language (EFL) in Indonesian primary classrooms. The interactive skills of speaking and listening are in need of attention in countries such as Indonesia. To address this limitation in Indonesian EFL practice, this study sought to examine the strategies that are currently used to facilitate students' interactive communication skills. Moreover, the scaffolded group work was implemented to improve current EFL practices and engage students in spoken interaction involving listening, speaking, and thinking skills.

Grounded in collaborative, participatory research, this study was conducted over a three-month period. This thesis provides a detailed account of the design and implementation of group work in one Indonesian tutorial centre, involving one EFL teacher and 32 students from two classes. Data for the study included video-recorded classroom observations, teacher interviews, participants' self-reflections, and audio recordings of students' group conversations. The data were analysed using Flanders' (1964) interaction analysis categories (FIAC) and Mercer's (1994) typology of talk.

The combination of data analyses revealed that the existing strategy used by the teacher did not provide students with sufficient opportunities to participate in classroom interaction. With the support of the school principal, the researcher and teacher collaborated to design a scaffolded group-work strategy to improve current EFL practices. The teacher introduced group work as a pedagogical change to gradually establish self-regulated learning or student agency. Analysis of the implementation of the scaffolded group work revealed new opportunities for the students to explore their language and thinking. The current study offers evidence of how peer-supported learning can contribute to EFL development and instruction. Specifically, the

findings highlight evidence that peer-supported learning can facilitate students' listening and speaking, promote the use of dialogic skills in language learning, and encourage students to be independent learners. This research contributes to both the conceptualisation and practical implementation of peer-supported learning for young learners, especially in Indonesian EFL primary classroom settings. This is the first study of its kind in Indonesia, and will therefore add important knowledge to inform professional practises of primary English teachers in this context.

# **CHAPTER 1**

## **Introduction**

### **1.1. Overview of the chapter**

The current study investigates a teacher's scaffolding of peer-supported learning in teaching English as a foreign language (EFL) in an Indonesian tutorial centre, working with primary classrooms.

In Indonesia, many students experience difficulties in communicating effectively in authentic contexts. Research about the complex nature of English and the problems that young EFL learners encounter when engaged in verbal communication is also very limited in the Indonesian context. To address the limitations in Indonesian EFL practice, this study created group work as peer-supported learning to engage students in using language skills in authentic dialogue.

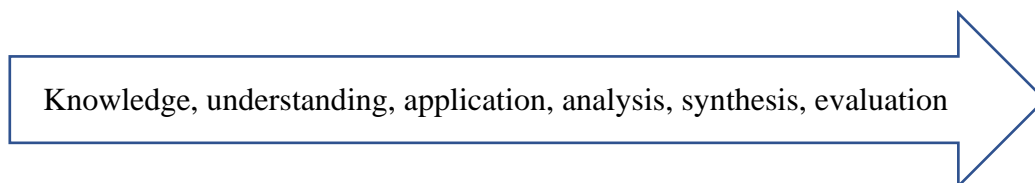
This introductory chapter offers a brief summary of the factors that support the value of undertaking the research, especially in the Indonesian context. This chapter summarises the background of the study and outlines the research problems, purposes of the study, research methods, contributions of the study, and chapter organisation, which are explicated in the following chapters.

### **1.2. Background of the study**

Language plays a vital role in learning (Sudjana & Rivai, 2005). The greatest function of language in learning is communicating and interacting between teachers and students as well as between students and their peers (Brown, 2016; Harmer, 2008). To develop students'

potential in learning, especially in learning another language, they need to be given opportunities for authentic verbal interaction in the target language. The success of language learning is measured in terms of students' ability to carry out conversations in the language being learned (Richards & Rodgers, 2014). Teachers' primary goal in teaching is to assist students in realising their capability to use their language and minds for higher-order thinking (Armstrong, 2016).

In particular, listening and speaking are important skills that should be mastered by students in learning a foreign language (Nunan, 2010). Students need to understand why listening and speaking skills are crucial in developing their language competence and how to use them effectively (Richards & Rodgers, 2014; Nunan, 2010). In teaching listening and speaking, teachers can use dialogue and discussion in foreign language classrooms to harness students' knowledge and understanding, and promote opportunities for interpretation and creativity. In addition, listening, speaking, and thinking may be used by students to reflect on and evaluate their own and others' learning (Dawes, 2008), as illustrated in the figure below:



**Figure 1.1. Thinking and the teaching of listening and speaking (Bloom, 1956, cited in Dawes, 2008).**

In general, the primary goal of teaching EFL in Indonesia is to master all the core language skills in English. These skills need to be taught in an integrated way (Cahyono & Widiati, 2015). Nonetheless, the curriculum application in the Indonesian EFL context becomes problematic at the implementation level (Hawanti, 2014). Hawanti argues that teachers are not ready to implement the curriculum in an integrated way because of a lack of information and



specific guidance in teaching English, especially to primary school students. In Indonesia, English is not a compulsory subject at primary school levels. The Ministry of Education and Cultural decree No. 60 (1993) defines English as local content or an extracurricular subject in primary schools (Iskandar, 2015). However, the demand for English education became a priority in Indonesia in the early 2000s. Parents in Indonesia are more aware that English education will contribute to positive attitudes and higher motivation within the Indonesian workforce in the future (Zein, 2017).

After several years of learning English in the classroom, Indonesian students still experience difficulties in using English effectively, especially during conversations (Sadtono, 2007). They still experience difficulties communicating in English effectively in real-life contexts. Students also experience difficulties expressing and articulating their thoughts conversationally and/or have little awareness of the role of conversation in learning another language. As a consequence, many students in Indonesia cannot speak English well, although they have learnt English from primary school to university (Cahyono & Widiati, 2015).

Research about the problems that young EFL learners encounter when engaged in verbal communication is limited in the Indonesian context. This is due to the main focus on reading and writing in Indonesia's EFL policy and practice (Rabbianty, 2011). Thus, this study aimed to develop effective ways of teaching and learning in the Indonesian EFL context and identify strategies and practises which build on students' active participation and shared understanding. In particular, the ultimate pedagogic aim of implementing such scaffolded group activities was to go beyond the typical passive listening and speaking interactions in Indonesian EFL classrooms and cultivate authentic dialogue (Nisa, 2014; Dawes, 2008; Nguyen, 2013).

This study is concerned with helping to improve current EFL practices through engaging students in spoken interaction skills. Verbal interaction helps students to develop thinking skills. Further, verbalised interaction allows students to gain access to new knowledge

and ways of thought (Dawes, 2008). One of the ways to practise and improve conversational skills and the effective articulation of ideas is through group work (Dawes & Wegerif, 2004). The value of group work in helping to improve students' verbal communication has been observed by several researchers. Harmer (2001) argues that students naturally come into contact with the target language during group-work activities. Group work offers an opportunity for extended speaking (and listening) practice for all participants. Providing opportunities for children to think, speak, and share their ideas with others offers real opportunities for the whole team to reflect and learn. Moreover, children who work in groups can support each other. Conversations between children in groups are related to thoughts, ideas, opinions, understandings, and reasons (Dawes, 2008). Additionally, working with other students in groups can positively influence learners' development in EFL. Nguyen (2013) argues that group work is an important teaching-learning strategy for EFL contexts. Allowing students to work in groups can also promote a sense of belonging, combating isolation and shyness (Harmer, 2001, 2008). This can increase students' positive attitudes towards EFL (Nguyen, 2013).

The quality or mode of collaboration and the nature of interaction are decisive factors in shaping the value and outcomes of group activities (Grossen & Bechmann, 2000). Recognising different perspectives, developing and displaying mutual understanding (or intersubjectivity) are the marks of authentic, dialogic communication (Littleton & Mercer, 2013). Group work such as role play with peers can enhance students' self-confidence by working towards authenticity because peers may provide the affective power relationship in which students work together (Brown, 2001). Thus, group work is helpful in encouraging and enhancing students' learning through classroom interactions (Lightfoot & Westergaard, 2007).

Developed by Alexander (2004) in the early 2000s, dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, build and evaluate arguments, and empower students for lifelong learning and democratic engagement.

Being collaborative and supportive has social and emotional benefits. Dialogic teaching enables teachers to guide students through the challenges they encounter by encouraging them to share their thinking. It also helps teachers to diagnose students' needs, devise learning tasks, enhance students' understanding, and assess their progress. According to Alexander (2004), dialogic teaching is more than talking; it enacts a distinctively dialogic stance on knowledge, learning, social relations and education itself.

Nevertheless, group work is often seen by practitioners as problematic (Howarth, 2001). Learning in groups does not always lead to improvements in the quality or outcomes of learning (Littleton & Mercer, 2013). Research by Howarth indicates that students often struggle with group work (Howarth, 2001). In this study, classroom participation was recognised as an issue during EFL lessons. Students need scaffolding to learn how to work in a group effectively (Mercer, 2013). Effective group work includes, for instance, the sharing of different viewpoints of participants (Mercer & Littleton, 2007). Consequently, teachers are required to help students to learn to work together (Grossen & Bachmann, 2000). It is important for teachers to support students contingently when necessary; where such support is mutually negotiated (Cohen, 1994).

To develop practical pedagogic approaches to the teaching of EFL through group work, this study brought together three interrelated educational research themes: the nature of effective classroom dialogue (Littleton & Mercer, 2013), the teachers' role in initiating and scaffolding students' active participation (Grossen & Bachmann, 2000), and the relationship between affect and language learning (Cole, 2009).

The first theme examines the nature and significance of classroom dialogue in group work, and also in whole-class situations (Alexander, 2004; Littleton & Mercer, 2013; Rogoff, 2003, 2008; Wegerif, 2011). It emphasises the facilitation of conversational skills or "oracy", (Mercer et al., 2019, p. 6) to create an open, communicative learning context, described by

Wegerif (2007) as a “dialogic space” where knowledge building becomes a shared activity (p. 4). The basic premise of this pedagogical orientation is that teachers enable students’ *interthinking* (Littleton & Mercer, 2013; Vass & Littleton, 2010). From a sociocultural perspective, which sees learning and progress as fundamentally social, this dialogic interaction is central to learning (Wegerif, 2011).

Dialogic teaching enables an expert, such as a teacher, to create a context in which novices can participate actively in their own learning; dialogic learning can become entirely student centred (Panahi et al., 2013). Reflecting Vygotsky’s (1987) sociocultural approach, teachers can use authentic dialogue in whole-class discussion to encourage students’ participation in effective group work. This can be interpreted as a form of modelling of effective talking strategies, showing for instance, that it is positive to have different opinions (Vass et al., 2014). Dialogic skills in this study are defined as skills to engage in effective, learning-focused interaction which focuses on respectful, mutual sharing of ideas and on the effective, democratic negotiation of difference, including the appreciation of minority viewpoints (Vass et al., 2014). Dialogue is a part of the pedagogical process, especially in EFL classes. However, classroom talk in the Indonesian EFL context often remains monologic and one directional. For example, the teacher often initiates dialogue by introducing steps to facilitate interaction within groups of students. Thus, the idea of dialogic classrooms is congruent with the intention of this study to improve students’ speaking and listening skills in EFL lessons.

Secondly, this study examines teachers’ roles in guiding and initiating students’ active and effective participation in such classroom dialogue. Various terms have been introduced by sociocultural researchers to define this guidance, the most well known being ‘scaffolding’ (Wood et al., 1976). This concept is defined by Bruner, based on the works of Piaget and Vygotsky (Pinter, 2006). Wood et al. (1976) used the word scaffolding for the first time in their analysis of parent-child talk in the early years (Gibbons, 2002). The use of scaffolding as a

metaphor in the learning domain refers to temporary support provided for the completion of a task that students may not be able to complete by themselves. The scaffold or support can be withdrawn when the structure is firm and solid. For example, if students are deemed capable of performing a new task on their own, the support should be removed. In the classroom, teachers' assistance acts as a scaffold for the construction of students' comprehension, and the removal and subsequent replacement of the scaffold creates substantial space for the restoration of understanding of broader implementation (Hammond, 2001). Indeed, scaffolding contributes to effective teaching and expands the opportunity to develop independent learners (Hammond, 2001). In particular, scaffolding is viewed as a technique used by teachers to help students engage in learning and move from assisted to independent learning (Gibbons, 2002).

Although scaffolding has received a lot of attention in recent years, effective scaffolding is an issue in Indonesian EFL classrooms. This study links the notion of scaffolding with the concept of *contingency*, the first common characteristic in the various descriptions of scaffolding (Wood, 2010; van de Pol & Beishuizen, 2010). The concept of contingency is crucial here. Contingent support is described by Wood (2010) as a mutually negotiated process between expert and novice. Support is increased and reduced or removed as contingent with the student's progress in learning.

However, in the current study it has been observed that teachers' scaffolding in Indonesian EFL classrooms does not focus on enabling students to engage in such encouraging interaction (Littleton & Mercer, 2013). Scaffolding should be an interactive process that occurs between the teacher and students, as well as the students with their peers; both teachers and students should participate actively in the learning process. This research builds on the concept of scaffolding, that is often referred to as responsive support (van de Pol & Beishuizen, 2010). This is relevant for the overall themes and aims of the research to develop students' engagement in spoken interaction, since effective scaffolding is an issue in EFL classrooms.

Finally, the study considers affect and learning. Students cannot communicate effectively without affective engagement (Cole & Yang, 2008). The word affect refers to the emotional aspects, feelings, or attitude of a person's reaction to what is going on (Arnold, 2011). Dickinson and Caswell (2007) describe affect in language learning primarily as the characteristics of students' interest. Understanding affect thus means understanding students' emotions and attitudes. Students' attitudes towards EFL can influence how and what they learn. This is linked to the notion of affective engagement (Munns et al., 2013).

This study focused on affect, to potentially increase student engagement through opportunities for peer interaction and peer-supported learning. The lack of affective engagement has become a problem in Indonesian EFL classrooms. It is assumed here that dialogic classrooms, which build on increased student agency and peer interaction, may create a more positive classroom learning environment and stimulate students' affective engagement (Munns et al., 2013). For example, a positive atmosphere in the classroom creates positive feelings that everybody is important. This is facilitated by carefully scaffolded group work. In addition to the cognitive benefits and learning outcomes connected to English skills, this may also have social benefits. The students will learn to accept each other, and new relationships may evolve. The classroom talk may provide the affective power relationship where the students are engaged in the learning process and working together (Cole, 2009; 2013).

This study was based on the premise that the three research themes discussed above, namely classroom dialogue, teacher scaffolding, and affective engagement are interconnected. Importantly, prior to this research, the pedagogic approach employed in this study, peer-supported learning through group work, had not been introduced effectively in Indonesian EFL primary classrooms. By addressing these themes, this research will assist Indonesian EFL teachers to facilitate effective group work and English language learning in the classroom to develop students' listening, speaking and thinking skills.

### **1.3. Research problems and purposes of the study**

This thesis draws on socio-cultural theorising as the foundational philosophy shaping the research study. Sociocultural theory is an umbrella term used for the philosophical orientation which sees learning and cognitive development as socially and culturally mediated. This approach emphasises the importance of social interaction, and underlines the role language plays in this process as a fundamental cultural mediator and the most central tool for thinking (Vygotsky, 1978a). A number of previous studies have focused on the sociocultural theory of mind, which describes learning, including language learning, as socially constructed. This process involves a progression from inter-mental learning, based on social interaction, to intra-mental learning, through internalisation and individual representation of knowledge. Language is seen as the mediator between inter-mental and intra-mental learning (Pelaprat & Cole, 2011; Wertsch & Roediger, 2008; Ellis, 2003).

A key idea Vygotsky (1987) introduced to explain this learning process is the concept of the zone of proximal development (ZPD). The ZPD is defined as the distance between a child's actual developmental level, marked by what the child can achieve independently, and the child's potential developmental level, marked by what could be achieved under the guidance of, or in collaboration with, adults or more competent others (Vass, 2007, 2008; Carmichael-Wong & Vine, 2004; De Guerrero & Villamil, 2000; Lantof & Thorne, 2007; Nassaji & Cumming 2000; Robson, 2012). Outside this zone lies boredom, tasks that are below what the child can do independently, and anxiety, tasks that are beyond the grasp of the child, even with assistance. The movement towards the upper end of the ZPD requires sensitive guidance. The concept of ZPD was applied in the current study because students were guided through experience while actively participating in the learning process (Lantof & Thorne, 2007).

Recently, the concept of ZPD has led to task-based studies that investigate how teachers can scaffold students to engage in authentic collaborative dialogue (Mercer, 2004).

However, authentic and effective communicative practises do not exist in most Indonesian EFL classrooms (Sary, 2015). English is considered to be a difficult subject for many Indonesian students, especially for young learners in primary classrooms. The traditional EFL teaching and learning practises are not adequate for the teaching and acquisition of interactive skills. In most EFL classrooms in Indonesia, teaching is largely teacher centred and involves one-way, teacher-to-student communication. One of the ways to encourage students to speak in traditional EFL classrooms is by asking them questions (Sundari et al., 2017). Nevertheless, when teachers initiate class participation, they dominate verbal interaction in EFL classrooms (Nasruloh, 2013). It is therefore, vital to develop more effective pedagogies for teaching EFL in the Indonesian context. To make the complex task of foreign language acquisition more manageable, Indonesian teachers need to find appropriate strategies to facilitate students' interactive communication skills (Humalik, 2003). As mentioned previously in section 1.2, in the present research, scaffolding is implemented through peer-supported learning, in which the teacher and peers facilitate students' thinking through talk. This study explored students' learning through group work, in which the teacher establishes opportunities for peer-supported learning to build student engagement in classroom dialogue (Ballantyne, 2000). In particular, the teacher's role is to assist the students' active participation in class.

This introduction highlights some of the limitations in the current approach to primary school students' learning that can hinder the development of a comprehensive and integrated understanding of the impact of the learning process. Although studies of teacher scaffolding are evolving and diverse, there is limited research that theorises students' experiences. There is a need for research that investigates students' authentic dialogue to



promote new ways of explaining and understanding the impacts of classroom dialogue and peer-supported learning in Indonesia. In combination, these factors motivate and inform this research, and they underpin the core research questions addressed in this thesis.

1. What strategies are currently used in EFL lessons to facilitate students' interactive communication skills?
2. How does scaffolded group work improve current EFL practices of engaging students in spoken interaction?
  - a. How does group work facilitate students' conversational skills of listening and speaking?
  - b. How does group work nurture students' dialogic skills<sup>1</sup>?
  - c. How does group work impact on the affective dimensions of students' learning experiences?

#### **1.4. Research methods**

Given the research questions, a qualitative design was selected as the most suitable research approach to explore issues relating to students' interactive communication skills in Indonesian primary classrooms. In particular, this study utilised a qualitative design within a collaborative, participatory research approach involving the researcher and the teacher. This approach aimed to refine current EFL practices through collaborative planning, implementing the scaffolding of group work, and evaluating the initial phase by highlighting the significance of the students' learning processes. In addition, this approach aimed to promote a broader understanding of the facilitation of scaffolding in group work and its impacts on the learning process.

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<sup>1</sup> *Skills to engage in effective, learning-focused interaction which focuses on respectful, mutual sharing of ideas and on the effective, democratic negotiation of difference, including the appreciation of minority viewpoints (Vass et al., 2014)*

The current research focused on one particular EFL tutorial centre, with one teacher and two classes. In this context, three phases of research were implemented: (1) preliminary observations, (2) implementation of a scaffolded group work strategy, and (3) reflective phase. Specifically, the current study conducted preliminary observations in four lessons, and implementation of a scaffolded group work strategy in 10 lessons (a total of 14 lessons). The data were collected through classroom observations, audio-video recordings, participants' self-reflections, and the teacher's interviews.

Key aims and elements relating to the analysis of data from fieldwork focused on verbal interaction patterns in the whole class using Flanders' interaction analysis categories (FIAC) (Flanders, 1964) and the identification of conversation patterns in the group using Mercer's typology of talk (Mercer, 1994). This study utilised two analytical tools because classroom interaction is an important part of the teaching and learning process and reveals mutual understandings of the students' participation as group members in the classroom. Moreover, group talk is vital to improve students' thinking, listening and speaking skills, pool their ideas, see problems from different perspectives, and combine various skills to solve problems. Therefore, the typology of talk and classroom interaction analysis were used in an integrated way and qualitatively oriented to answer the research questions.

### **1.5. Contributions of the study**

This study aimed to provide theoretical, empirical, and practical contributions to EFL teaching and learning practices in Indonesia, with a specific focus on primary school students' verbal, spoken communicative skills. The primary theoretical contribution of this thesis is to inform a better understanding of the value of group work in teaching English in an EFL primary classroom. Specifically, the thesis highlights the need for teachers to scaffold targeted activities to facilitate students' EFL listening and speaking and dialogic skills. "Children's engagement,

motivation, and learning improve when they are guided to make links between listening, speaking, and thinking” (Dawes, 2008, p.1). Additionally, listening and speaking are seen as sources for meaning making (Vass, 2010).

In most EFL classrooms, teachers often dominate all classroom interactions by asking questions and conveying information to students (Sundari, 2008). The teaching-learning process engages students cognitively by emphasising their authentic use of English through textbooks (Tomlinson, 2012). This strategy, like the one-directional, questioning approach, fails to help students to be socialised into the authentic use of language for conversations and engagement in classroom participation (Lantolf, 2004). To fill these voids, this thesis documents the application of sociocultural theory to refine current teaching practices and facilitate students’ language development. Teachers’ strategies to support students’ interactive communication skills should be informed or guided by particular theoretical or conceptual frameworks (Widodo, 2015). The design and use of group-work activities to develop students’ listening and speaking skills in the current study, were informed by sociocultural theory.

A teacher’s approach and strategies can make a difference to children’s thinking, their understanding of language and how to use it for conversations (Dawes, 2008). Professionally, language teachers are required to prepare strategies and materials that can facilitate students’ classroom participation and develop their language potential (Gusrayani, 2015; Widodo, 2015). As discussed in section 1.3, the present study implemented the scaffolding of group work to encourage students’ interaction in classroom dialogue. In particular, peer-supported learning was applied to develop students’ language use and thinking collaboratively (Mercer, 2014).

The empirical contributions of this thesis demonstrate the importance of the continual guidance provided by teachers. This context-specific research emphasises the range of teaching, and teacher-student situations that constitute classroom interactions within an education system. It also provides insights by closely investigating teachers’ current strategies

and pedagogical practices. The data depicting teachers' support through scaffolding and students' conversations during group-work activities were evaluated. Thus, the findings of the study provide a model for future empirical studies on the development of teachers' and students' practises in the implementation of group work.

Practically, the present study provides a model for the design and use of group work for peer-supported learning in an Indonesian EFL primary school classroom. This informs a deeper understanding of the value of group work in teaching English in an EFL classroom, and provides a clear example of how teachers can scaffold such targeted activities in the EFL classroom, to facilitate students' listening, speaking and thinking. Secondly, the model can provide further impetus for developing further classroom interactions between teachers and students, as well as students with their peers. The present study provides scaffolding for the development of these conversations in EFL primary classrooms within an Indonesian cultural context. The study is also a model of how peer-supported learning can encourage students to be independent learners and achieve their agency.

In these ways, this study provides EFL language practitioners with practical ways to select, adapt, design, and use the strategies of group work and scaffolding to create more engaging and meaningful learning experiences for students. Collaborative learning through group work caters to students' needs in developing communicative competence (Nguyen, 2013). Finally, this thesis offers recommendations to help improve the Indonesian primary English program, especially in terms of meeting the learning needs of young learners.

## **1.6. Chapter organisation**

The following eight chapters build on this introductory chapter. Chapter 2 reviews the relevant literature which give the overall theoretical framework for this study. The literature review and conceptual framework provide an overview of guiding concepts and previous

studies. The theory is fundamentally linked to the concept of learning in a sociocultural context as proposed by Vygotsky (1967), Bruner (1983), Wood et al. (1976) and other Vygotskian researchers who explored the implementation of scaffolding in dialogic classrooms.

Chapter 3 discusses the research methodology, ontology, epistemology; and procedures that consist of the research location, research subjects, research design, data collection processes and data analysis. Specifically, Chapter 3 identifies the qualitative approaches to collaborative, participatory research, involving the academic and the practitioner, that underlies the research project. This chapter describes in detail the three phases of the research process involved in developing a suitable framework for analysing and theorising the empirical data.

Chapters 4, 5, 6, and 7 outline the results of the study. The findings are organised based on the research questions and their sub-questions. Chapter 4 explores the teacher's existing strategies for facilitating students' interactive communication skills before group work was implemented, to answer the first research question. Chapters 5, 6, and 7 identify the impact of the scaffolded group work strategy to improve current EFL practices of engaging students in spoken interaction.

Moreover, these findings are presented based on three research sub-questions: (1) How does group work facilitate students' conversations and the use of language skills of listening and speaking in the EFL classroom? (2) How does group work nurture students' dialogic skills in the EFL classroom? (3) How does group work impact on the affective dimensions of students' learning experiences in the EFL classroom? These chapters deal with the development of practical knowledge relating to how peer-supported learning through scaffolded group work impacts students' independence in studying.

Chapter 8 is the discussion and conclusion chapter. This chapter includes a summary discussion of findings drawn from the previous four chapters (Chapters 4, 5, 6, and 7). Moreover, the concluding chapter summarises how scaffolded group work impacts the students' interactive communication skills. This chapter proposes a new way of conceptualising and understanding the contributions of the research to the teaching-learning process in EFL primary classrooms in Indonesia, particularly in terms of peer-supported learning that creates dialogic talk in an authentic context. The chapter also outlines the limitations of this study, and concludes with future research opportunities that would beneficially build upon the research presented in this thesis.

More research is needed in the Indonesian primary context to investigate the different types of scaffolding of peer-supported learning, and whether teachers' support fulfils students' goals, interests, and expectations of English learning as a short- and long-term investment (Widodo, 2015).

## **CHAPTER 2**

### **Literature review and conceptual frameworks**

#### **2.1. Introduction**

This chapter presents an overview of the theories and concepts relevant to this research which investigates how students' language (listening and speaking) and dialogic (thinking) skills can be facilitated through the use of group work in teaching English as a foreign language (EFL) in Indonesian primary classrooms. The chapter starts with a review of the literature related to sociocultural theorising and research which provides foundational philosophical framing for the study.

Within the Indonesian context, application of Vygotsky's (1987) theory of learning through social interaction can be problematic. In Indonesian classes learning is managed by a teacher-centred, top-down, authoritarian approach to children. Applying sociocultural theory to practice is potentially more difficult in Indonesian classrooms than those in the West because Indonesian teachers and students are not used to student-centred approaches to learning (Misdi, et al., 2013). However, this research considers classroom practises through Vygotsky's (1978a) theory that social participation needs to be taken into account in the process of learning.

The sociocultural concepts proposed by Vygotsky (1978a), outlined in section 2.2 of this chapter, inspired the researcher to investigate how to facilitate students' interactive communication skills. Based on the idea of gaining knowledge through interaction with peers rather than through a more authoritarian model of knowledge transmission from the teacher, this study applies sociocultural theory within the Indonesian context in the form of peer-supported learning to shape students' listening, speaking and thinking skills.

In section 2.3, the concept of social mediation (the social basis of language and thinking) and cultural mediation are discussed in detail. The discussion includes consideration of teacher-student relationships and how to identify the teacher's role in scaffolding and initiating students' active participation. Furthermore, this section examines peer relationships, the nature and significance of classroom dialogue in group work, and the relationship between affect and learning. The chapter continues with discussions of the concepts of interaction and communication in EFL, including the use of students' listening and speaking skills in classrooms. Finally, this chapter highlights the research gap that is evident in previous studies and concludes with a summary of how the present study contributes to knowledge in this field.

### **2.2. Sociocultural theorising and research**

This study builds on Vygotsky's (1935) sociocultural theory. In the early twentieth century the Russian psychologist Vygotsky was one of the first to offer a theory of learning that stresses the fundamental mediational role of social interaction in children's cognitive development. The notion of collective knowledge construction cannot be separated from Vygotsky's theorising. His first book *Thought and Language* (1987) has influenced many ideas about learning through talk, including the relationship between thinking and talking. Vygotsky (1987) contends that knowledge is co-constructed and that a child learns through social interaction with others. Therefore, the concept of social constructivism is widely used in neo-Vygotskian research and practice.

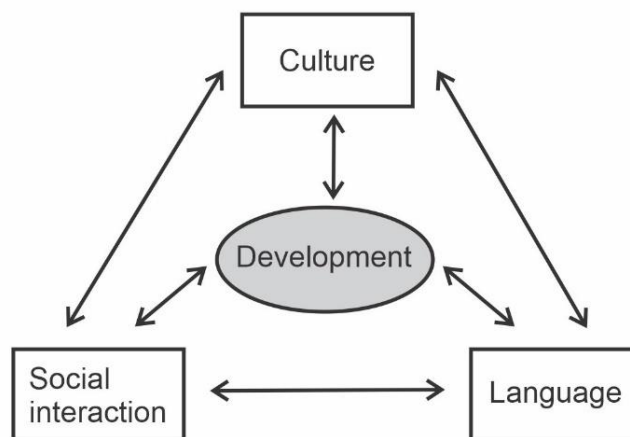
Vygotsky's (1967) concept of social interaction is relevant to education. Education is about preparing people for the future. In Vygotsky's opinion, the learner is an active participant in the learning process (1987). This concept is different from traditional transmission, individualistic models of learning and cognition, in which a teacher directs students to learn through memorisation techniques so as not to develop their critical thinking, problem-solving



and decision-making skills (Sunal & Sunal, 2008). Vygotsky's idea is that children's active involvement in social interaction through the use of language and dialogue mediates their cognitive development.

Vygotsky's (1935) theory of cognitive socialisation is also useful for this study, which focuses on the impact of social activities in the teaching and learning process to improve students' language and thinking. Vygotsky's idea inspired the researcher to explore positive experiences that encourage students to acquire interactive communication skills through peer-supported learning.

Vygotsky's (1987) sociocultural theory of cognitive development includes three aspects: social interaction plays a fundamental role in the development of cognition; cognitive development emerges from learning activities which are framed for one's zone of proximal development (ZPD); and language structures thought as a mediator that opens up a new opportunity for doing things and for organising information through the use of the words as symbols. The following discussion elaborates on each aspect of this theory.

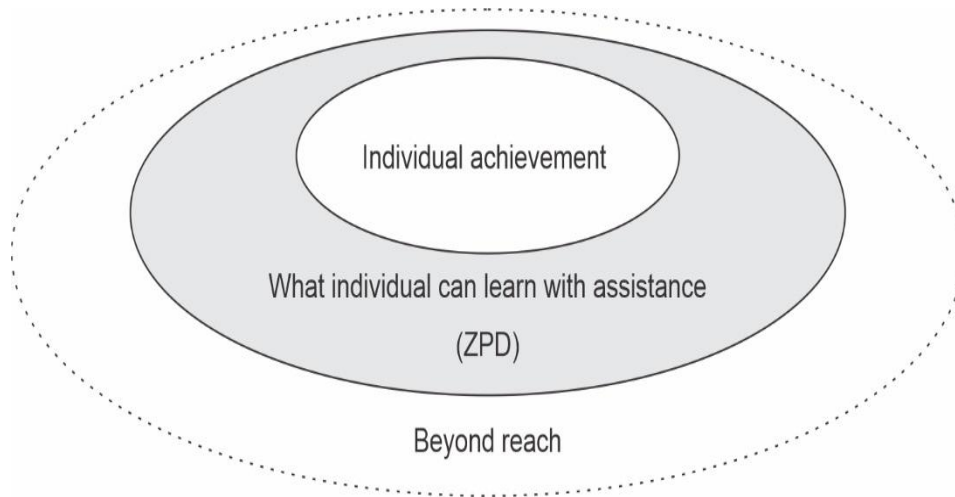


**Figure 2.1. Sociocultural theory of cognitive development (Vygotsky, 1987)**

Firstly, Vygotsky's (1987) theory focuses on social cognition. For Vygotsky, a child is an active learner in a human cultural context which exposes the child to encounters with people

(Vygotsky, 1987). A level of cognitive development is attained when children engage in social behaviour. This idea is extended by cultural psychology, for example, in Mike Cole's theoretical work (2009) who states that children are not in a direct relationship with their natural habitat, but one that is mediated by the social context. Indeed, Vygotsky (1978a) presents the idea that the child's cognitive development takes place in a social context. Learning is shaped by the social-historical context in which it is located (Bodrova & Leong, 2006). Children learn about their natural environment through their relationships and interactions with others within their sociocultural context. Whatever happens between a child and his/her social environment is called social interaction (Gusrayani, 2015). Sociocultural theory is more beneficial for the current study than other theories of cognitive growth. Interaction leads to learning which drives development (Daniels, 2015; 2016). In a classroom context, students need guidance and joint engagement between teachers and students to develop their conversations during social interactions in class (Gusrayani, 2015).

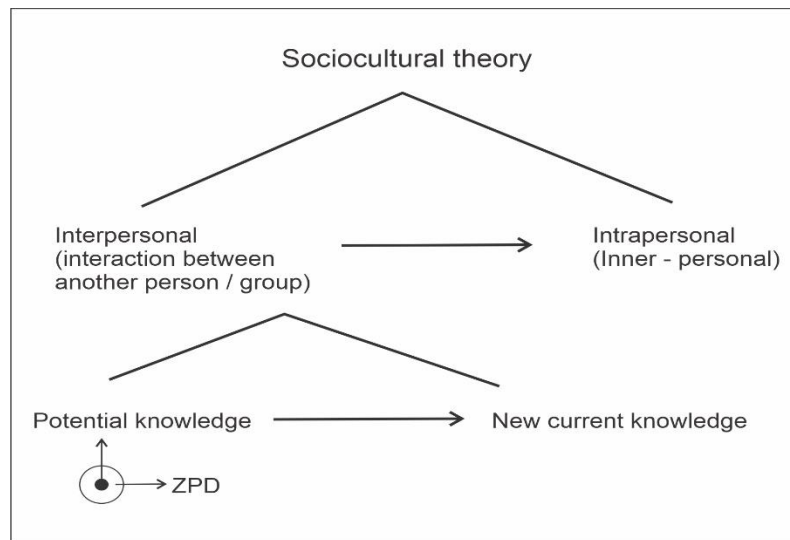
Vygotsky's second key concept in his theory of cognitive development is the zone proximal development (ZPD). The ZPD is the distance between two discrete points in development, one that is described by individual achievement, and the other referring to what is possible with assistance. Outside this zone, there is boredom or anxiety, allowing for no guided knowledge or scaffolding to occur outside the zone. Hence no guided learning, or scaffolded knowledge building is possible outside the zone, as illustrated in Figure 2.2 below:



**Figure 2.2. Zone of proximal development (ZPD) (Vygotsky, 1987)**

Finally, according to Vygotsky (1987), language plays a vital role in the process of children's cognitive development with talk structuring thinking. Language is a mediator or tool that operates between individual and social realms. Developmental outcomes and processes that are usually regarded as spontaneous or natural are actually the result of activities mediated by the sensitive support and guidance of others and language becomes a powerful tool for the development of children's thinking (Vygotsky, 1978a; 1978b). Dawes (2008) argues that "the primary psychological tool for thinking is language. As well as helping children to acquire a tool for thinking" (p. 2). Vygotsky (1987) states:

Every function in the child's cultural development appears twice. First, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). What is constructed inside was initiated by what he or she has interacted with someone. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p. 75)



**Figure 2.3. Sociocultural theory (Vygotsky, 1987)**

As Figure 2.3 illustrates, the development of children's thinking is influenced by both interpersonal and intrapersonal activity. Knowledge development is described as a process moving from the interpersonal plane, involving intermental or shared representation of knowledge, to the intrapersonal plane, involving intramental or individual representation of knowledge. Language is regarded as the mediator between these two planes (Palaprat & Cole, 2011; Wertsch & Roediger, 2008).

In sociocultural theory, the range of skills that can be built through adult guidance or peer collaboration exceeds what can be learned independently in isolation. Expert adult guidance, such as a teacher's scaffolding of students' learning, plays a crucial role in the classroom. Enabling students to maximise their actual and potential learning depends on the support that is provided by the teacher (Gusrayani, 2015).

Terms related to sociocultural theory have been variously interpreted. Rogoff (2003) states that learning is a process of appropriating tools for thinking that are made available through social interactions. She proposes the idea of guided participation to describe the way children are initiated by significant others in acquiring cognitive and social skills that are valued in their sociocultural contexts. As Rogoff (2003) describes, culture-specific practises of guided

participation have two core dimensions. The first relates to the establishment of the communicative styles and relationship patterns between expert and novice (often adult and child). The second, is the setting of culture-specific purposes and goals of learning and development. Rogoff (1990) states that

Each community's valued skills constitute the local goals of development. In the final analysis, it is not possible to determine whether the goals or practices of one society are more adaptive than those of another, as judgments of adaptation cannot be separated from values. (p. 12)

The main concept of Rogoff's model (1990) involves the carefully guided transformation of participation in cultural practises - how a child develops through their voluntary involvement in an activity. The nature and extent of the child's participation in cultural practices evolve over time, shaping their contribution to ongoing activities and their future engagement in similar practises (Rogoff, 2003). This explains why learning and teaching look differently in different cultures because the starting points and end points are defined differently, and because significant others take different, culturally defined roles in the process.

Moreover, Siegler (2000) describes the sociocultural as human development through changing participation in sociocultural activities and communities. From birth to adolescence, a person's mental processes and capacities go through dramatic changes. According to Siegler et al. (2003), cognitive development refers to the lifelong development of thinking. Further, Siegler and Jenkins (2014) believes that thinking can be problematic; it involves higher mental processes, such as problem solving, reasoning, creating, conceptualising, categorising, remembering, and planning. Cognitive skills and capacities may be inherent. However, in children they emerge and develop, and are shaped by the individual's responsive and receptive relationships with the environment. These relationships, cognitive skills and capacities shape children and their way of thinking (Siegler et al., 2003).

In addition, Thorne and Lantolf (2007) define the aim of sociocultural theory as to recognise the way human beings arrange and employ their minds in performing the act of living.

In the words of Lantolf (2004):

Despite the label 'sociocultural', the theory is not a theory of the social or of the cultural aspects of human existence. It is, rather, a theory of mind that recognises the central role that social relationships and culturally constructed artifacts play in organising uniquely human forms of thinking. (p. 30)

Human mental activity is mediated by social and cultural construction. This is different from individualistic models of cognition. According to Lantolf and Thorne (2007), each individual is linked to a responsive-receptive dialogue with his/her environment. The essence of the sociocultural theory of cognition is that all human cognition and activity is mediated by tools (Vygotsky, 1987; Wertsch & Roediger, 2008). The term tool does not simply refer to the material object used to influence the material world, such as pencils, hammers, and cars. It implies a symbolic object used for mental influence on the world of oneself and others, such as language (Lantolf, 2004).

In a sociocultural theory of learning, guidance in the social context supports children's thinking (Daniels, 2015). However, the presence of adults does not mean that they provide contingent support. In this sense not all interaction and social exposure is educative. To exemplify traditional understandings, the theory is now applied to practice. The sociocultural theory offers a way of knowledge that influences thought and practice in a specific way, in this case, a teacher facilitating students' learning of English in a group with their peers within a classroom context.

There are two main points to be drawn from sociocultural theory. First, there is no thinking or no learning without social interaction. Second, social interaction between children and others in their environment is beneficial for learning. Thus, the classroom teacher plays a

key role in shaping social experiences by carefully evaluating students' current understandings and creating conditions that enable them to develop further (Vygotsky, 1987).

The next sections elaborate on social mediation and cultural mediation. Social interaction helps students to work together effectively, a requirement for relating positively to their peers and people of all ages. Furthermore, cultural values support students to understand, feel comfortable with, and appreciate the potential enrichment of cultural diversity with language acting as the mediator between the cultural values (Mercer & Littleton, 2010). The relationship between teachers and students, as well as students and their peers in the learning process, is explained in the following sections.

### **2.3. Social mediation: Social basis of language and thinking**

Language and thought are umbrella terms that include many human activities, especially when considering social-cognitive development (Carpendale & Lewis, 2004). The relationship between talking and thinking (Littleton et al., 2005) or language and thought (Cromer, 1991; Whorf, 2012) has been discussed for decades in philosophy (Cassidy & Christie, 2009, 2011), linguistics (Cramer, 2004), and psychology (Carruthers, 1998). Language and cognitive abilities are related to one another.

Language is utilised to bridge the gap between lower and higher mental functions. Significantly, Vygotsky (1987) distinguished between higher and lower mental functioning. Lower or basic mental functions are natural. These functions include sensing and feeling hunger and there is no thought involved in these. On the other hand, higher mental functioning develops through social interactions, which are socially or culturally mediated. The main feature of higher mental functions is that they involve self-generated stimulation. Examples of higher mental functions are language, memory, thinking, attention, abstraction and perception (Vygotsky, 1987).

Children's early interaction with people provides the basis for their language acquisition and their use of language in the future (Astington & Baird, 2005; Symons, 2004). Interaction through verbal language provides children with access to knowledge (Dawes, 2008). In order to develop their full potential, children need to be taught both speaking and listening to acquire "new ways of thinking" (Dawes, 2008, p. 2). In particular, language is used as the psychological tool that mediates children's thoughts, feelings, and behaviours. These psychological tools include: "various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps, and technical drawings; all sorts of conventional signs, and so on" (Vygotsky, 1967, p. 137).

Similarly, thinking includes remembering the words to say to someone and trying to figure out how to find a solution to a problem, including both the notion of language and the notion of the mind. Gradually, language is internalised into the way of thinking and controlling children's activities (Wood, 2010). For example, parents usually act to control young children's behaviour. However, when children develop greater awareness and take control of what is acceptable and what is not, they are able to make decisions about their own behaviour. Children need greater awareness to be responsible for their actions, and language is a tool for gaining self-awareness and controlling actions. "The child begins to perceive the world not only through its eyes but also through its speech. And later it is not just seeing but acting that becomes informed by words" (Vygotsky, 1967, p. 32).

Children's informal learning in communities or home settings naturally equip them with voice and control. A sociocultural approach emphasises the importance of the interactive processes that create a social foundation for learning. Human learning is active, participatory, and dialogic. Children learn as they participate in communities, with caregivers, friends, neighbours, and teachers. Parents are often involved with their children and know exactly what help is needed. For example, Wood's (1976) study on the excellent contingent support of



withdrawing or increasing control effortlessly in mother-child interactions and play scenarios, is validated by Rogoff (1993). Rogoff claims that parents are often excellent significant others in guided participation or scaffolded learning in informal settings. Parents shape children's abilities from the earlier stages of their life by interacting with them in many ways. This interaction indicates the beginning of a child's thinking process (Vygotsky, 1987).

Additionally, in informal peer relationships, Fler (2013) has explored the role of pretend play in children's cognitive, social, and emotional development. Pretend play allows children to comprehend the power of speech (Fler, 2013). They learn to compromise, understand others' viewpoints, and move experience from one scenario to another. In pretend play, children use objects to represent actions and then perform them in imaginative play. For instance, when children act as superheroes, they engage in pretend play and deliberately explore their social and emotional roles in life (White et al., 2009).

In a formal setting or school context, the teacher's fundamental aim is to help children become aware of their capacity to use their minds. Ways of thinking, such as analysis, synthesis, and evaluation, can be described as higher order thinking (Bloom, 1956). Teachers can use dialogue to draw on knowledge and understanding, and provide opportunities for analysis and creativity. Moreover, children can use speaking and listening to reflect on and assess their own and others' learning (Dawes, 2008). The specific part that language plays, and the function of social interaction more generally, have appeared as essential factors in cognitive development or theory of mind (Symons, 2004; Astington & Baird, 2005).

This section introduces social mediation in cognitive development, specifically, the social basis of language and thinking in informal and classroom settings. The following subsection discusses teacher-student and peer relationships in learning, in particular the unique cognitive benefits that peers offer in contrast to adult experts.

### **2.3.1. Teacher-student relationships and learning**

In general, the relationships between teachers and students includes sociocultural factors based on social interaction (Rogoff, 2003). Teacher-student relationships and those with more capable peers support learning in the zone of proximal development (ZPD), from which less experienced students can learn and develop (Vygotsky, 1987).

Sociocultural theory applies not only to learning but also to teaching. This section focuses on asymmetrical relationships, such as teacher-student or expert-novice relationships. Specifically, this section elaborates on the notions of scaffolding, guided participation, contingent instruction, and ways teaching can serve learning. For example, how teachers use talk in dialogic teaching, how they organise classroom talk, and how they invite students to speak and think together in whole class and group work will be discussed. Here it is important to recognise what elements of teaching practice such as scaffolding, contingency and agency look like. The sociocultural concept offers this study a better understanding of language, cognitive, and social development between teachers and students.

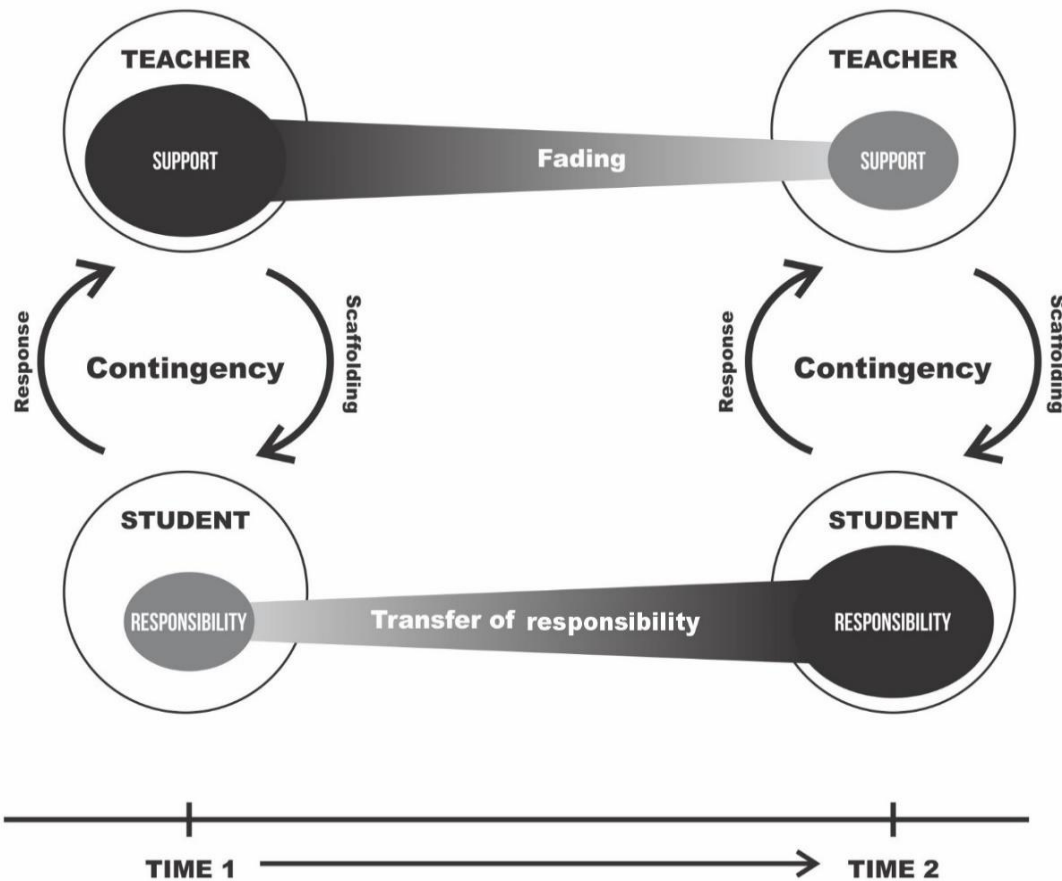
The concepts of the ZPD and scaffolding are closely interrelated in this research. However, it needs to be noted that the concept of scaffolding (or sensitive guidance) takes a central stage in this research. The focus of this thesis is on teacher professional development, and the overarching aim is the purposeful and effective use of scaffolding in order to support productive groupwork. When defining sensitive guidance, this research was informed by the concept of ZPD, understood as the rich zone within which such scaffolding and sensitive guidance need to be focused.

The application of sociocultural theory to practice is explained using terms such as scaffolding (Wood et al. 1976), contingent instruction (Wood & Middleton, 1975) and guided participation (Rogoff, 2008). In the context of language learning, Ellis (2003) defines scaffolding as “the process by which one speaker assists another in performing a function that

he or she cannot perform alone” (p.180). Bruner (1986) states that learning should be regarded as participatory and constructive to improve language acquisition. He used a teacher’s guidance as an example of a learning scaffold (Bruner, 1986). Vygotsky’s (1987) philosophical idea is that knowledge is built in the midst of one’s interactions with others and is shaped by abilities that are valued in a particular culture.

Scaffolding, a core concept of social constructivist learning, is used to frame the actions conducted by the teacher. However, Vygotsky never used the term scaffolding (Stone, 1998), but emphasised the importance of social interaction as a foundation for cognitive development. The concept of scaffolding was first introduced by Wood et al. (1976) in order to describe the process in which parents, teachers or more capable peers support a child’s learning. Building on Vygotsky’s ideas, Wood et al. (1976) explains scaffolding as the interaction between people and the culture in which they live. Specifically, scaffolding is often offered by the expert or more knowledgeable other (Wood, 2010). As such, knowledge is socially constructed (Wood, 2010).

A common theme in the various definitions of scaffolding is the concept of contingency, which often refers to dynamic, receptive-responsive support (van de Pol & Beishuizen, 2010). Contingent support is not static, but dynamic and mutually negotiated. Scaffolding is viewed as the support provided to set up or manage independent group activities, which are primarily controlled by the students (Rogoff, 2008). Moreover, contingent instruction is the offering of support that is aligned with the student’s needs and orientation.



**Figure 2.4. Contingent concept (van de Pol et al., 2014)**

Based on Figure 2.4 above, scaffolding consists of three main domains: 1) contingency, which includes tailored, responsive, and adjusted support; 2) fading, which refers to the gradual withdrawal of the support over time; and 3) transfer of responsibility, meaning that the teacher eventually transfers the responsibility of performing the task to the students (van de Pol, et al., 2014).

The contingency concept proposed by van de Pol et al. (2014) aligns with the present study in relation to the teacher's scaffolding. In this context, scaffolding can be seen as the support given during the English learning process, to develop students' knowledge and help them to reach a higher level of proficiency (Sawyer, 2006). Support is increased, decreased and removed, depending on the student's progress and learning (van de Pol & Beishuizen, 2010). In accordance with Vygotsky's (1987) explanation of the relationship between language

and mind, which suggests that language and thinking are ways of acting on the material and social world, the present study is closely associated with the sociocultural theory of guided participation in learning English.

Sociocultural theorists argue that ideas of guided participation such as conversation and participation are relevant to cross-cultural contexts (Robson, 2012). What changes in the cross-cultural context is the content of language instruction, such as values, skills, and symbols in society (Siegler et al., 2003). This means that there are cultural variations in how values, skills, and symbols all play out.

Research conducted by Rogoff (1993) compares the way children collaborate in western and non-western cultures. She examined social variations in different cultures and contrasts the intent participation model of mothers in Mayan (non-western) cultures with the assembly instructional model of mothers in American (western) cultures. In particular, she considers children's participation in ongoing adult activities and the extent to which adults adopt didactic and playful modes and language use. Rogoff identifies a number of factors that differentiate these. She contrasts experiences in developing skills and competencies in Mayan and Salt Lake City communities. She highlights her research findings:

In communities where children are segregated from adult activities, children's learning may be organised by adults' teaching of lessons and provision of motivational management out of the context of adult practice; in communities in which children are integrated in adult settings, learning can occur through active observation and participation by the children with responsive assistance from caregivers. (Rogoff et al., 1993, p. 151)

As such, guided participation and negotiation are the processes in which children learn by engaging in activities and experience alongside the teacher and their peers, and this is seen differently in different cultures (Rogoff, 2003).

Guided participation in the present research takes the form of organising and implementing group-work activities. The scaffolding of group work in the current study is the mode by which teachers can facilitate students' thinking through talk. Dawes (2008) argues that it is essential to support students' listening, speaking, and thinking in language classrooms in general, and in EFL primary classrooms in particular (Sary, 2015). The idea is that students should be led through the experience while actively participating in classrooms, so that they are engaged in the learning process (Littleton & Mercer, 2013). One appropriate teaching strategy is when teachers create opportunities for students to build their engagement in such classroom dialogue (Ballantyne, 2000). The teacher's role is to assist the students' active participation in classroom dialogue.

A number of previous studies have employed the aspect of dialogue in learning. Dialogues are useful strategies for practising English in language classrooms (Wegerif, 2011). Swain (2000) uses the term collaborative dialogue to describe a situation in which "speakers are engaged in problem-solving and knowledge building" (p. 102). Another often used concept related to dialogue is instructional conversation (Gallimore & Tharp, 2004). This refers to teacher-led pedagogical interactions directed toward curricular goals, for example, enabling students to use a conversational structure that they have not yet internalised (Donato, 2000). Authentic dialogue builds on an open mindset, to both influence and accept influence, and is reflected in interaction that focuses on sharing ideas and negotiating differences (Wegerif, 2011).

Implementation of extended dialogue throughout a class session illustrates what education researcher Robin Alexander (2004) calls dialogic teaching. Dialogic teaching aims not only to increase the power of student communication, but also to do a lot more than that. It relies on teachers and students using a different set of ground rules that encourage students to participate in the discussions (Alexander, 2004). The process of discussion in the classroom can

be led by one person (teacher or student) or can be undertaken by a group. Discussion requires an open exchange of views and information to explore problems, examine ideas and solve problems (Dawes, 2008). Further, teachers can use authentic dialogue in whole-class discussion in order to scaffold students' participation in effective group work (Mercer, 2013). Effective group work, for example, involves the sharing of different viewpoints of students (Mercer & Littleton, 2007; Vass & Littleton, 2010).

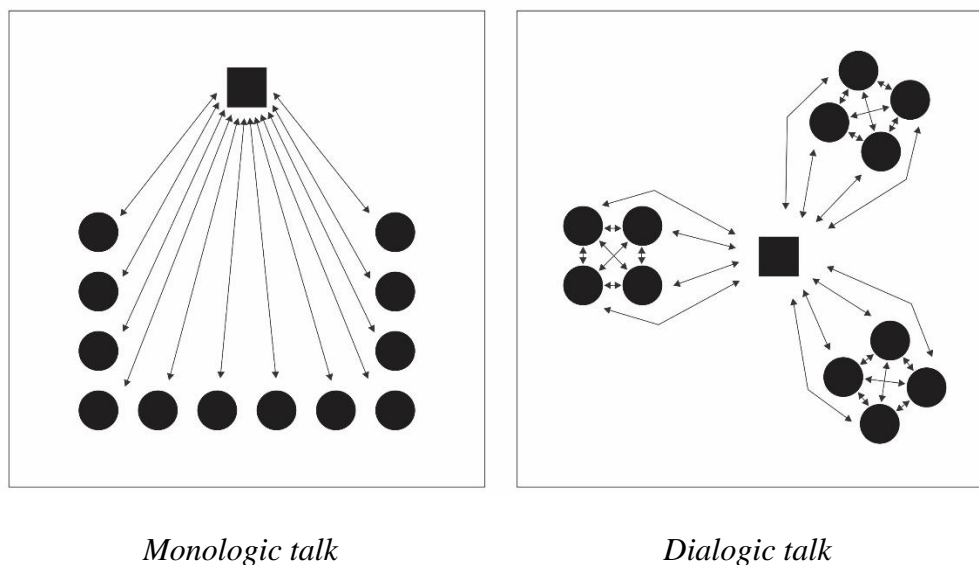
Dialogic skills in the present study refers to the skills to engage in effective learning-focused interaction (Alexander, 2004). Moreover, dialogic skills emphasise the respectful, mutual sharing of ideas and the useful, democratic negotiation of difference, including the appreciation of minority viewpoints (Vass et al., 2014). Recent research has shown that group work through dialogue can be interpreted as a form of modelling for effective speaking strategies, showing for instance that having a different perspective is beneficial (Mercer, 2013). Indeed, dialogic learning can become fully student driven (Panahi et al., 2013).

Many educational researchers regard dialogic interaction as central for learning. Dialogic interaction allows an expert, such as a teacher, to create a context in which students can participate actively in their learning (Panahi et al., 2013). Dialogic communication is an interaction where everyone involved acts as a speaker and listener (Fecho, 2011).

However, according to researchers on EFL classroom interaction, classroom talk is often monologic. Monologic communication can be described as a situation where one person, often the teacher, speaks and the other listens, as is the case in traditional teacher-centred classrooms. The mode of learning in most EFL classes in Indonesia often remains monological (Sundari, 2018; Nasruloh, 2013). They represent only one perspective, typically the teacher's viewpoint, as valid (Howarth, 2001).

The modes of learning in the majority of Indonesian EFL classes involve teachers initiating the communication and students responding to the teacher's questions (Sundari et al.,

2017). As a consequence, not all students participate in lessons. Indeed, when teachers are the initiators of interactions in EFL classrooms, they are still frequently dominating the verbal interaction. This means that the teacher controls discourse, by initiating talk, responding and providing feedback (IRF). The power dynamic generated by IRF can be seen to exist within the Indonesian classroom context. A study by Nasrulloh (2013) reported that the teacher dominated verbal communication during English lessons using the IRF technique in one classroom of thirty students in Indonesia. This IRF model, with its limited focus on the individual, goes against the basic premise of sociocultural theorising. Consequently, teachers need to implement authentic dialogue to facilitate students' participation (Mercer, 2013). The following figures illustrate the difference between dialogic and monologic classrooms.



**Figure 2.5. Monologic versus dialogic talk**

According to Copland et al. (2014), teachers need understanding to be able to effectively teach children using classroom dialogues. Teachers play a vital role in shaping social interactions by providing structured assistance in the classroom (Wegerif, 2013). Teaching a language in the classroom is a distinctive experience. Ideally, the language classroom is where the students listen to others, respect each other's views, and in which new relationships with



friends may evolve. How and what the students talk about will adapt and change, whether they are inside or outside the classroom.

Moreover, Littleton et al. (2005) state that students should be given opportunities to speak, discuss, and share ideas. Therefore, to help young students develop into competent users of English, teachers need to create a wide range of speaking opportunities. They need to stimulate students by encouraging them to listen to a partner or by telling them about a particular aspect of learning (Calabrese & Dawes, 2005).

The scaffolding of group work is a crucial issue here. In order to work and solve problems together, students need to engage in authentic dialogue or interthinking (Vass & Littleton, 2010). According to Grugeon et al. (2005), learning together enables students to learn to accept each other. As such, the positive influence of giving attention to students in the class is necessary for their cognitive development. To refine current teaching practice and create a dialogic classroom, the teacher in the current study provides tasks for groups and the students interact with each other within groups to solve problems, thereby helping them to become accustomed to practising English.

In terms of classroom-based learning, one way of giving students agency (the process as one-directional from expert to novice) is when students have the power to act. If a student is in control, this is a type of learning agency (Williams, 2017). For instance, in peer collaboration, students make their own decisions and choices (Alexander, 2004). Through cooperative play a student learns how to take turns, share responsibilities and solve problems creatively. In this case, the teacher's scaffolding focuses on enabling students to engage in peer interaction in a classroom dialogue (Mercer, 2013). The following subsection will turn the attention to peer relationships and learning during collaborative activities in the classroom.

### **2.3.2. Peer relationships and learning**

The aim of peer-supported learning (Sackin et al., 1997) or group work (Jaques, 2000) is to help students to become active participants in learning. Although peers are less knowledgeable tutors than teachers, peer assistance can increase active participation and create affective power relationships. The benefits of peer-supported learning for cognitive development both for Vygotsky (1987) and Piaget (1964) are that peers provide support that shapes the attitudes and beliefs of the members of the group. However, negative impacts also need to be considered. Negative impacts can include poor peer relationships, which can result in bullying and reduce participation.

The role of peers in the process of learning is different from that of capable adults. For young children, an adult's role is to help them understand how to act in new situations. A capable adult can provide emotional cues about the nature of the situation, non-verbal models of how to behave, and assistance interpreting verbal or non-verbal behaviour to classify objects and events (Rogoff, 2003; 1990). When adults combine their activities with the efforts of young children, the children gain information about new situations and the nature of their caregivers, whether on purpose or not. Conversely, the unique cognitive benefits that peers offer, which contrast to adult experts, are that they are agents of socialisation who shape the attitudes and beliefs of members of the peer group (Mercer, 2013). Nevertheless, peer support can be helpful in pair work in class if one partner is less experienced than the other (Rohrbeck & Gray, 2014). Peers with positive attitudes towards education enable students to teach each other to achieve common goals, which include opportunities to learn (Parker et al., 2008).

There is a wealth of research discussing the potential benefits of peer relationships. Such studies traditionally examine the comparison of achievement or task results of pairs with those completed individually (Mercer et al., 2004, 2009). One common finding in these studies is that peer-supported learning is more likely to improve students' interactive communicative skills

than individual learning because peer-supported learning could facilitate student interaction (Del Pilar, 2002; Rogoff, 2008). Similarly, there is research evidence on the benefits of group-work activities for developing communicative skills in teaching English through sociocultural experiences (Mercer & Littleton, 2007; van de Pol & Beishuizen, 2012; Miller, 2005; Rodgers, 2004; Lee, 2001; Pratt & Savoy-Levine, 1998; Wu & Krajcik, 2006). For example, peer group activities can enhance students' conversation and increase their class participation.

Positive peers provide support to other group members. Working in groups offers students opportunities to pool ideas and provide each other with feedback. Group members also learn to develop relationships with others in the social system (Galloway & Burns, 2015). Peers who are group members become an essential social referent for teaching traditions, social norms and ideologies that differ from those of other members (Galloway & Rose, 2015). In particular, peer groups provide perspectives beyond the individual's point of view so that students feel more confident in using English and not too afraid to make mistakes (Sary, 2015). Thus, peer relationships encourage students to support each other because they are directly involved in group discussion (Dawes, 2008).

In group work, children bring together a range of perspectives or knowledge bases arising from the diversity of individual histories, experiences, interests and personalities. In this sense, the togetherness of the process is just as important as that of the outcome, and the collaborative dialogue that mediates the process of shared meaning-making is envisaged by some as a process of interthinking. (Vass & Littleton, 2010, p. 106)

Moreover, during class discussions, affective power and positive peer relationships make a beneficial contribution to social-emotional development (Parker et al., 2008). Positive emotion in language learning increases student engagement through opportunities for communication (Smith, 2007). Children benefit from the social and emotional support that friends provide and gain essential social skills by communicating with peers (Rohrbeck & Gray,

2014). Indeed, classroom talk among peers may provide help with the negotiation of affective power relationships and positive emotion where students are working together (Cole, 2013).

One of the processes of teaching English to young learners (EYL) is forming affect or emotions for the success of English language learning (Tleuzhanova et al., 2010). The goals are particular to the participants involved and the learning activities (Cole, 2009). This study considers affect and language learning. Skinner et al. (2009) describe positive affect as motivated engagement during learning activities, and they specify excitement, interest, and enjoyment as crucial indicators of emotional involvement. On the other hand, anxiety, dissatisfaction, and boredom are indicators of negative emotional involvement. Students cannot communicate effectively without positive emotions (Cole & Yang, 2008).

Similarly, emotions and classroom ambience play an essential role in the cognitive development of young learners. A positive classroom atmosphere supports learning activity and creates a student's positive feelings to learn more cooperatively (Munns et al., 2013). Further, students' improvement in speaking English is connected to their interest when they have fun learning in the classroom (Sary, 2015). Recent research has shown that experiencing positive emotions can have a positive impact on cognitive development. Dickinson & Caswell (2007) describe affect in language learning primarily as the characteristics of students' interest. For example, Sary's study (2015) examines primary students learning English through games and argues that students' ability to speak English increases. Fun activities can create a positive impact on a student's emotion because the student feels that everybody is important (Drake & Nelson, 2008).

Helme and Clarke (2001) defined a variety of measures of cognitive development in peer-supported learning. Cognitive development requires processes such as ongoing attention. In group activities, attention includes: questioning and answering; completing peer statements; sharing and exchanging ideas; evaluating comments; providing instructions, explanations or

information; defending an argument; and making facial movements or gestures and expressions. Another indicator of cognitive engagement in group work involves exploratory talk (Mercer et al., 2009). Barnes (1977) introduced the idea of exploratory talk in the 1970s. Several concepts in dialogic education, for example, exploratory talk (Barnes, 1977), are linked to interthinking (Mercer, 1995). Fundamentally, interthinking means using talk to think collaboratively, to engage each other, and create the link between the cognitive and social functions of group talk (Mercer, 2000).

In addition to providing cognitive benefits such as learning outcomes connected to English language skills, peer interaction in language classrooms has social benefits. Recent research on student engagement, especially from a sociocultural perspective, focuses on collaboration between students working together in groups (Philp & Duchasne, 2016). One influential study on collaborative learning in classroom instruction is that of Storch (2002; 2007). This study draws attention to mutual learning, especially as an influence on the performance of social interactions among peers. Many researchers in EFL contexts (Aliyu, 2017; Butler & Zeng, 2014, 2015) have advised that students tend to be more effective in language learning when they are socially involved, that is when they listen to each other, draw from each other's experience and ideas, and provide input and feedback to each other (Philp & Duschesne, 2016).

Researchers in EFL contexts (Han, 2015; Teng, 2017) have also argued that activities can build students' participation when they are learning together in groups. Wajnryb (1992) believes that classroom activities conducted through group work and peer-supported learning are intended to make students participate more in speaking. Communication in language teaching demands the use of authentic language, which means students interact with others, both teacher and peers (Moss, 2005). Additionally, working in groups can enhance students' self-confidence and empathy, by working towards authenticity (Brown, 2016). Specifically, in

peer groups, students develop their communication skills, negotiate differences, and encourage one another to be more open to authentic dialogue (Slavin, 2010).

However, learning English through group work does not automatically bring about positive changes in the quality of learning (Littleton & Mercer, 2013). Peers with negative attitudes also influence other group members. Children are affected by their current group peers rather than their own previous behaviour (Galloway & Burns, 2015). Negative peer relationships can occur when peers are less experienced, and group members are not involved in collaborative learning. As a result, none of the group members speaks during the discussion. Group members perform most of the tasks on their own when peers do not encourage active participation.

Additionally, peer relationships in group-work activities are challenging. For example, bullying behaviour among school students is influenced by interactions within a larger group of peers. Several studies found that some students bully their friends in groups, or approve of bullying behaviour, to increase their status with peers and show their social position (Gini, 2006; Karatzias et al., 2002). According to social identity theory (Gini, 2006), individuals need to increase their self-esteem. As a result, they tend to want to be popular within a group. Consequently, teachers need to continue to be involved in monitoring students when they work in groups (Sundari et al., 2017). Teachers' responsibility is to scaffold students to learn to work together before they can work together to learn (Mercer, 2013; Grossen & Bachmann, 2000).

## **2.4. Cultural mediation**

The current study implemented collaborative learning in Indonesian primary classrooms. Sociocultural theory acknowledges the role of language and thought as the basis of social

mediation and its psychological impact on the student's progress in learning. Further, the central premise of Vygotskian psychology is often referred to as cultural mediation (Vygotsky, 1987).

Cultural mediation significantly influences children's learning and development through the use of language as a cultural tool or artifact. Culture refers to the common attitudes of a specific social or age group (Zimmerman & Schunk, 2017). Culture can also be defined as shared human values within an organised society which are unique to a country or a length of time (Henslin et al., 2015).

Vygotsky's (1978b) sociocultural theory recognises the primary roles of culture and interpersonal communication in children's development. This hypothesis emphasises the relationship between people and the society in which they exist. A sociocultural approach highlights how parents, teachers and peers, in conjunction with cultural values and behaviours, influence a child's learning (Vygotsky, 1987). The conceptualisation of culture and its significance in human learning and development helps the researcher understand that community plays a crucial role in the process of making meaning (McLeod, 2020).

In the sociocultural paradigm, cultural influences such as vocabulary, literature, social expectations, and social systems play a major role in the growth of children's cognitive ability (Lantolf, 2004). For example, while one cultural context may prioritise memory techniques such as note-taking, another may use tools such as notifications or memorisation. Every child's interaction with the world around them is unique, and what they evoke and obtain from others and the community influences the way they think and behave (Huang et al., 2017). Further, children who grow up in diverse cultures are subject to various stimuli from their environments. As a result, there are wide ethnic variations in children's attitudes and thought processes (Huang & Lamb, 2015). Thus, it is important to note that culture has an impact on children's learning experiences.

Language is used as a cultural tool in social interaction. Society and individuals are

related, and language as a tool that operates between the individual and the social is like a cultural artifact (Littleton et al., 2005). Yuen (2011) describes language as an artifact or code system to signify thinking, communicating, and being used by different persons in different cultures. One of the ways culture influences development is through language (Huang et al., 2017). Languages shape how people perceive and reason. Parents, teachers, and peers are typically the ones who train children to communicate within society. The content and focus of what people speak about in their conversations differ across cultures (Huang & Lamb, 2015).

In a school context, teachers use language to guide students' learning (Littleton et al., 2005). The sociocultural approach allows teachers to know what students can achieve. Teachers can help students reach their potential through the use of language. In the present study, the teacher uses language to support students to the point where control and responsibility are eventually transferred to them. When the students have difficulty with their tasks, the teacher increases the level of control. Conversely, if the students are able to manage their tasks, the teacher reduces the level of control. It is a gradual process of scaffolding, helping students belong to their social environment (Rogoff, 2003).

Cultural mediation, social tools and artifacts were applied in the current study in the form of group work and scaffolding to facilitate students' language and thinking skills. Students used language in conversation to engage with their social world. Indeed, the students created their interpretations during collaborative learning. They spoke to communicate, build their own ideas and become part of their inner classroom community.

## **2.5. Interaction and language acquisition in English as a foreign language (EFL) classrooms**

The main principle underlying the current study is that EFL students need opportunities to acquire and practise the target language in authentic conversations. The goal of communicative



language teaching in EFL classrooms is to foster students' understanding and use of language in effective ways (Musthafa, 2001). They are encouraged to understand and interpret messages, understand the social context in which language is used, and continue communication. Notions about the best way to teach English to children have changed over the years. The change has been influenced by research into how English as a second (ESL) or a foreign language (EFL) is learned by children.

In general, teachers play an essential role in regards to the communicative factors of classroom interaction. One of the teacher's roles in a foreign language classroom is to assist students to improve their language production (Brown, 2016). Equally important, the teacher's role is to persuade students to participate in communicative interaction (Damhuis & de Blauw, 2008). This action can be verbal or non-verbal, and repetitive actions can create a pattern of class interaction.

Nonetheless, the process of getting students used to communicating does not happen automatically, particularly in EFL classrooms. Some primary students in EFL classrooms receive lessons in a passive way. In teacher-centred contexts they only do what teachers tell them to do. In most EFL classrooms, one of the ways to encourage students to speak in class is by asking them questions (Sundari et al., 2017). However, Eison (2010) states that the right questions not only come from the teacher but also from students. Students' questions can stimulate student-teacher interaction in the classroom.

Classroom interaction has been one of the central issues in Indonesian classrooms. According to Babelan and Kia (2010), "interaction in teaching is a basic element, and it has the fundamental role in efficient teaching, and in principle, recognition between being weak or strong in teaching lies behind the way the teacher interacts with the student" (p. 55). Interaction can be defined as a dual communication activity between two or more people that has an impact on one another (Nisa, 2015; Sari, 2018). Through interactions, children learn about their

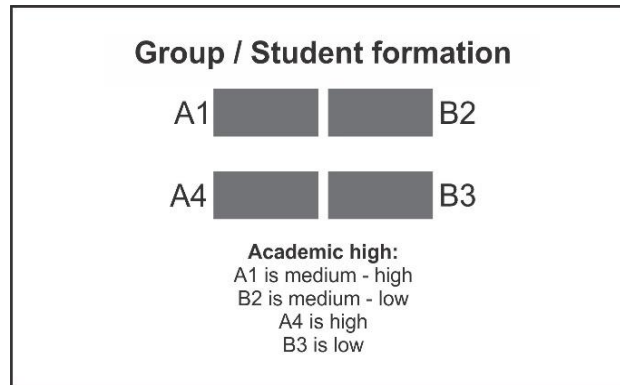
cultural habits, including dialogue patterns, written language, and other symbolic knowledge by which they acquire meaning (Vygotsky, 1987; Rido & Sari, 2018). These interactions influence children's knowledge construction. Meanwhile, research related to classroom interaction for communication in a particular area, such as in primary EFL classroom contexts in Indonesia, is needed (Thoms, 2012).

In the Indonesian context, the purpose of students' practise activities is to complete the text, for example, by obtaining information from the textbook or handout. Teachers of Indonesian classes often use exercises as a transition between the presentation stage and the practice stage of the lesson plan (Nasruloh, 2013). Nevertheless, to complete the task, the students may use not only the language that the teacher has just presented, but they also may draw on other vocabulary, grammar, and communication strategies that they understand based on their prior knowledge (Brown, 2016).

A teacher's responsibility is to make sure that all students are involved in classroom participation (Sundari, 2018). Discussions with students about the benefits and reasons why they should interact with each other are not easy, but important (Brown, 2016). Interactive language teaching may be new to some learners in EFL contexts. However, teachers can start a discussion by brainstorming with students about the things they are already doing that help them learn English (Wallace, 2007). Thus, it is important to note that teachers are responsible for providing interaction opportunities in which learners control topics and discourse (Brown, 2016; Ellis, 2003).

According to Harris et al. (2009), the classroom setting is one of the influential factors in increasing interaction opportunities. Seating arrangements for group-work activities are strongly connected to the emergence of students' participation. For example, if each table is neatly lined up facing the whiteboard and the teacher, interaction between students is more

difficult to initiate. Meanwhile, round tables or tables arranged in small groups help students to be more interactive and make the task easier, as shown in Figure 2.6 below.



**Figure 2.6. Seating arrangement (Kagan & Kagan, 1994)**

The seating arrangement illustrated above provides benefits for each student to contribute to the group. The seating position encourages the development of students' spoken language (Kalantari, 2009). For instance, in the current study groups were made heterogeneously; low academic students collaborated with middle or high academic students to acquire new knowledge. Appropriate seating arrangements can not only improve students' interaction while learning English, but also enable students to take responsibility for their learning as well as for their team mates (Harris et al., 2009).

As discussed in section 2.3, the concern of this study is to support students to be independent learners. Teachers need to gradually release control and guide students towards self-regulated learning in order for them to successfully participate in EFL communicative activities. Self-regulation emerges from assisted performance. Tharp and Gallimore (2003) explain that this process involves the internalisation of assistance provided by others through conscious self-scaffolding. With increasing competence and experience, such self-guidance is also gradually removed, becoming superfluous (Tharp & Gallimore, 2003).

Yang and Carless (2013) argue that one of the ways to examine students independence is by asking reflective questions. Reflective questions provide opportunities

for students to tell the teacher what they like or what they do not like during classroom activities (Bray & MacLellan, 2019). Students show their understanding by responding to the surrounding environment. The implication of students' reflection for teachers is that they can improve their teaching methods and strategies by drawing on the information obtained from students (Eisenhart, 2001). Student reflection is an element of realistic collaborative construction in a democratic learning process as in Western cultures (The New London Group, 1996). This contradicts significantly with the traditional teacher-centred approach, where the teacher has full authority in the classroom.

In particular, it is essential that teachers' use pedagogic strategies that support the learning process. Teachers are expected to have the competence to manage classrooms. Interactive activities need to be well managed to encourage student participation (Sundari et al., 2017). Consequently, it is important for teachers to spend time listening to student talk. However, EFL students may experience difficulties in using English words and this may cause communication problems. Nevertheless, these problems can be overcome as long as the teacher supports the students to speak. Teachers may create a language environment with fun activities and creative approaches that support the students' needs, such as making games in groups and applying different speaking tasks in every lesson (Ellis, 2003). Thus, teachers' knowledge is the key to raising students' competency at school (Sundari, 2018). This study identifies students' language development, specifically listening and speaking skills. The next section will discuss listening and speaking skills in communication classrooms to encourage students' interactive skills.

### **2.5.1. Listening skills in communication classrooms**

Vandergrift and Goh (2009) define listening as an active procedure. Listeners should focus on the sounds, comprehend new words, grasp the grammatical structures, infer intonation and

stress, keep all information that is gathered through the stated process, and relate the recognised meaning to the sociocultural context in which the utterance takes place.

In the Indonesian EFL setting, the exposure to opportunities for listening development is usually less accessible in comparison to English as a second language (ESL) setting (Sary, 2015). Research about the complicated nature of the listening process as a basic language skill is limited. This is linked to a lack of focus on scaffolding applied to the development of listening and speaking skills. In the Indonesian context, the practice of EFL is predominantly focused on reading and writing (Rabbianty, 2011).

Listening is seen as having an essential role in language teaching (Nunan, 2010). This position was established during the late nineteenth century when Bloomfield (1942), a linguist from America, introduced an oral approach into the audiolingual method and tried to apply a psychological theory of child language acquisition to foreign language teaching (Rost & Candlin, 2014). In Bloomfield's model, learners are able to understand a language by hearing and imitating native speakers, and they can be trained to change their listening habits through an intensive approach (Bloomfield, 1942). Following this, in the late 1960s and early 1970s, the European council initiated a communicative language teaching (CLT) movement of threshold level and began to see listening as the primary skill to gain access to language acquisition (van Ek, 1975). Since then, listening skill has been viewed as the primary skill for language learning (Richards & Rodgers, 2014). Research into the importance of listening in language acquisition has continued to develop in the 21<sup>st</sup> century. According to Harmer (2008), teaching listening to young learners should be taught with practice. By rehearsing through practice, information can be stored in long-term memory (Brown, 2016).

There are several issues related to listening faced by students. The most common issue occurs when students do not recognise words (Vandergrift & Goh, 2009). A study that investigated the essential requirements of teaching listening identified lack of exposure to and

experience with English in a real-life setting as the challenge faced by primary students in EFL contexts (Musthafa, 2010).

However, scholars still argue about the best way to practise listening for authentic communication. O'Dell et al. (2000) suggests using concrete objects in teaching listening. Children's recognition of language from pictures helps them to work out the meaning of unfamiliar words and gives them an important signal about what is coming next in a spoken text. Ellis and Brewster (2014) recommend some important solutions in teaching listening for communication to young learners in EFL classrooms, including predicting and working out the meaning of words from cues derived from the context. According to Ellis and Brewster, before children listen to the task, it is useful to encourage them to state what they are thinking and guess what they are listening to. Furthermore, Nunan (2010) declares that instruction is important in learning a language.

Listening and speaking are essential to forming relationships and acting as cognitive tools for learning (Vygotsky, 1987). The next section will discuss speaking skills in language classrooms as they relate to the development of interactive communication skills.

### **2.5.2. Speaking skills in communication classrooms**

Speaking skills are essential to the ability to communicate effectively (Hornby, 2000). Here speaking skills refer to a student's ability to understand and use language accurately to communicate in an authentic context, such as a school or social environment. Moreover, speaking skills help to ensure that a person is not misunderstood by those who listen (Harmer, 2008).

In language teaching and research the term speaking for communicative competence has been discussed in many studies on second language (L2) learning paradigms. Communicative competence focuses on how and when to use utterances in real-life

communication (Moss, 2005). For example, competent communicators take turns in the conversation instead of interrupting, and they know when to ask questions to continue the flow of conversation. The idea of communicative competence has received attention from many researchers and has undergone several stages of change, starting with Hymes (1972), Canale and Swain (1980), Celce-Murcia et al. (1995), and Savignon (1997). The term was coined by Hymes (1967), who challenged Chomsky's (1965) concept of a single linguistic competency as a pre-requisite for language performance (Gilmore, 2011). Chomsky (2005) argues that situational and cultural contexts rather than linguistics determine the implied meanings of utterances. In response to Chomsky's statement, Hymes (2003) claims that listening is an integral part of communicative competence. In Hymes' (2003) view, what is crucial in language development is a better understanding of the language rather than a better understanding of individual words.

Further, Chomsky (1965) separated competence and performance. Competence is described as an ideal capacity, a psychological or mental function, and performance is the actual act of producing speech. In short, competence involves 'knowing' the language and performance involves 'doing' something with the language (Chomsky, 1965). In Indonesia, many English teaching approaches focus more on the knowing, or competency aspect of teaching a language. The English words are performed to help students internalise their forms. The assumption is that once students have learned information (knowing), they will be able to use it in reading, writing, listening and speaking English (doing). However, this approach makes students unable to use language naturally (Musthafa, 2011). After learning a language through a knowing approach, learners are hard to practice the language (Moss, 2005). From a sociocultural perspective, this competence-performance dichotomy is not meaningful. Sociocultural theory stipulates that students can be guided to maximise learning within their ZPD, and as such highlights the need for a focus on assisted performance. In order to help

students to focus more on the doing in language learning, a more communicative approach to teaching can be utilised in the classroom. One of the strategies is implementing peer-supported learning through which teachers can encourage students to learn interactive communication skills.

Children use spoken language to think and learn (Dawes, 2008). Their ability to learn depends on how well they listen and communicate, by engaging in conversation and negotiation and participating in sharing, interpreting and judging. Teaching children how to listen and helping them to increase their speaking are efficient ways to foster their own contributions to their learning. However, Dawes (2008) warns that a lack of speaking skills will lead to a low cycle of dissatisfaction and disengagement in society.

Above all, teaching English to young learners should be taught with practice (Harmer, 2002). In an investigation of EFL practice, Gilmore (2011) conducted a 10-month classroom-based experiment in Japan, comparing the use of textbooks to the use of authentic language materials. The study found that the use of authentic language was more effective in developing communication (Gilmore, 2011). In relation to language pedagogy, the idea of teaching English for communication has been used to justify new approaches that are compatible with real-life communication (Celce-Murcia, 2007).

## **2.6. Teaching English to young learners (EYL) in Indonesia**

Looking back on the history of teaching English in Indonesia, English has been used predominantly as a foreign language. This means that English is used more in classrooms, than in everyday conversation (Sulistiyo, 2016). EFL was introduced in primary schools in Indonesia in 1992. Teaching English to young learners (EYL) has been introduced and developed in several Indonesian primary schools since 1992, when The Ministry of Education and Culture stated that EFL could be added to the curriculum content as an extra lesson (Jamilah, 2008). In



1993, the policy was explained in more detail. English language programs as local content in primary schools can be started in Year 4 (Hawanti, 2014). However, implementation of EYL is not mandatory. The decentralisation of education in Indonesia has encouraged local governments in every province to make their own decisions related to some parts of the curriculum by using study hours and strategies devised by the teacher, and adapted to the needs of students in each area (Zein et al., 2020).

In 2013, the Ministry of National Education released a new curriculum. Based on the new curriculum policy, school principals are free to decide whether or not their school provides English as a foreign language as a subject. The government does not provide the English curriculum for primary schools (Hawanti, 2014). Due to the fact that the government has not published a national standard and teaching guidelines, most teachers who teach English in primary schools are not well supported for the implementation of teaching practices in the classrooms (Rachmajanti, 2008). Teaching EYL, which has required teachers to develop and implement their pedagogical competence without government support or guidelines, has become a problem in Indonesia. Because English is not a compulsory subject for primary students, primary school English teachers feel pressured to develop their own teaching strategies, content and materials without the guidance of curriculum standards (Hawanti, 2014).

To some extent, the 2013 Indonesian curriculum requires English to be introduced democratically. As a consequence, most public schools in Indonesia do not provide EYL (Istiqomah, 2016). Education experts in Indonesia argue that primary education should focus on the development of a child's character through the dissemination of religious and cultural values, and social pluralism that has become the norm in the country (Alwasilah, 2012, cited in Zein, 2017). On the other hand, the demands of globalisation require English to be learned by students from primary level (Setiasih, 2014). For example, parents in Indonesia are now more aware that English education will contribute to their children's positive attitudes and higher

motivation within the workforce in the future (Zein, 2017). Thus, designated EFL tutorial centres have emerged as one of a number of alternative places for the children to learn English (Mardiani, 2014).

Research into teaching EFL in the Indonesian context has developed rapidly in recent years. However, over the past decade, most research in Indonesia has emphasised pedagogic issues relating to assessment, for example, how test scores can be used to evaluate achievement (Hawkins, 2005; Muñoz 2006; Enever, 2014). Research about the complex nature of English and the problems young EFL learners encounter when engaged in verbal communication is limited in the Indonesian context. Many students cannot speak English well because they lack English listening and speaking skills, even though they have studied English from primary school to university (Cahyono & Widiati, 2015). Specifically, there is very little attention given to how young learners actually learn EFL and how teachers could effectively support this learning process (Sadtono, 2007). Musthafa's (2010) study is one of the few that focuses on the process of learning in Indonesia. He argues that authentic language acquisition is an active process, through which young learners figure out how the language works (Musthafa, 2010).

## **2.7. Group-work strategy for improving students' listening, speaking, and thinking**

Traditionally, teachers in Indonesian EFL primary classrooms have used vocabulary instruction to facilitate students' conversations in a variety of different ways. However, the problem arises when students are not given a chance to practise the words (Sikki, 2013). What has been happening in Indonesian classrooms is that group work proceeds without a natural transition from vocabulary building to the conversational use of this vocabulary through dialogue. In this study, scaffolded group work is implemented gradually to refine current teaching practices in

EFL primary classrooms and to improve students' interactive communication, specifically their listening, speaking and thinking skills.

Teachers of EFL implement vocabulary instruction in order for the students to understand the meaning of English words (Ivone, 2005). For instance, teachers provide students with an English word and definition to find out if they can use it in the right form (Ivone, 2005). Other teachers use vocabulary checks to review the vocabulary introduced in previous lessons (Cahyono & Widiawati, 2015). According to Sikki (2013), the vocabulary that the teacher provides or mentions in every lesson makes the students familiar with the words so that they could practise speaking easily. Additionally, Gusrayani (2017) argues that vocabulary instruction helps students to have a better understanding of English words. The help given by the teacher has benefits for students. The first benefit is that students feel confident if they comprehend the English vocabulary. The second benefit is that students are reassured to continue or to stop and rethink what has been said. Finally, teachers provide pauses in the lesson so that other students can be involved in the interaction (Gusrayani, 2017). EFL students with a high level of vocabulary knowledge are competent language learners (Ivone, 2005).

Nonetheless, when students are not given the opportunity to practise the words they have learnt, they cannot optimise their language skills and ways of thinking in the classroom. This leads them to forget English vocabulary (Sikki, 2013). As mentioned in section 2.5.2, many EFL students in Indonesia take a more passive, submissive role in learning. Their language learning centres around explicit instruction about grammar rules and conventions (Chomsky, 1965). As a result, students have difficulty in practising English for conversations (Moss, 2005). To address this problem, teachers may create contexts for vocabulary use that students are likely to remember, such as showing word images to students or practising English words in groups with peers (Coady & Huckin, 1997). Vygotsky (1987) adds that in the early stages of development there is a close link between what young learners see and what they

mean. However, group-work activities in most Indonesian EFL classes jump from vocabulary instruction to a discussion session. The students usually discuss a certain topic immediately without knowing how to speak in English and how to use language for thinking.

To facilitate students' dialogic skills, teachers can induct students into sharing thinking (Mercer, 2013). Specifically, teachers can assist students in steps or stages on how to collaborate or share opinions within groups (Kasim & Dzkaria, 2015). This is an important strategy to be implemented by teachers in order to encourage students to manage their own language and thinking (Dawes, 2008). As mentioned in section 2.1, in the current study the ultimate pedagogic aim of group activities is to develop students' language and thinking skills (Mercer, 2014). The purpose is twofold, to: improve students' ability in listening and speaking English, from passive vocabulary to active language use; and also to introduce the dialogic skills required in group-work activities to develop students' awareness of speaking as a tool for collaboration and problem solving. As a result, students can develop new language and thinking skills (Wegerif, 2011). To improve current EFL practices, scaffolding of group work is a way to elevate the quality of students' learning experiences.

Several researchers have observed that group work is necessary to help students to improve verbal communication. Harmer (2008) argues that students naturally come into contact with language during group-work activities. Moreover, group work offers an opportunity for extended speaking and listening practice by all of the contributors (Dawes, 2008). Therefore, group-work practice and skill development are helpful for all students to increase their classroom interaction (Lightfoot & Westergaard, 2007).

## **2.8. Summary of previous studies on teachers' use of scaffolding in Indonesian EFL classrooms**

Considerable empirical research has been conducted in the context of teaching and learning English as a foreign and second language in Indonesia. This section summarises the literature in regard to the use of scaffolding in language classrooms in Indonesia. Research on teachers' use of scaffolding in Indonesian classrooms, in any context is plentiful. However, previous research has not specifically addressed the language and thinking of young learners of English. To begin with, Gusrayani (2017) researched the application of the scaffolding concept by four English teachers in four high schools in West Java Province. In Kalimantan Island, Fitriani et al. (2016) researched the effectiveness of scaffolding techniques in problem solving. These studies revealed that the scaffolding technique used by teachers is effective in enhancing high school students' problem-solving skills in groups. Moreover, Andika (2017) investigated teachers' support in teaching English and Arabic in a tutorial centre. In addition, in 2010 Kasmains examined the influence of scaffolding to improve Indonesian high school students' writing skills. These studies confirmed that the scaffolding techniques succeeded in supporting students to be independent learners. Students were shown to be self-regulated learners.

The above review, related to teachers' scaffolding in Indonesian EFL classrooms, informs the premise of the current study that teachers' support is essential for students. Teacher assistance needs to be implemented in every class regardless of differences in subject areas. The body of research on scaffolding gives rise to some important points. Firstly, the application of sociocultural theory including the scaffolding concept is aimed at establishing students as independent learners and improving their participation in classroom activities. Secondly, previous research has shown that scaffolding succeeded in fostering student self-regulatory behaviour. Finally, research results reveal that scaffolding is an effective strategy for teachers to use so that students can achieve the goal of self-regulation in learning.

## **2.9. Research gap in the Indonesian EFL literature**

Despite the importance of scaffolding in EFL in Indonesia, relatively little information is currently available on the design and use of group work and peer-supported learning that leads directly to primary students' listening, speaking and thinking processes. What is missing in the previous studies includes:

- Very few research reports have been published on what teachers and learners do in the process of group work in primary classrooms in Indonesia.
- Few studies focus on the relationship between teacher-student interaction and the totality of the students' experience in learning, especially in the Indonesian primary classroom context.
- Scant attention has been paid to examining how the researcher and teacher engage in the design of teaching strategies for developing listening, speaking and thinking skills of EFL primary students in Indonesia.

## **2.10. Conclusion**

This chapter has reviewed sociocultural theory to provide the contextual framework that supports this study. The chapter explores the influence provided by literature from social mediation as the social basis of language and thinking, including: teacher-student relationships and learning, including scaffolding, guided participation, and contingent instruction in classroom dialogue; peer relationships and learning, including group collaboration and peer-supported learning, and affect in learning; and cultural mediation to identify the quality of students' learning experiences during group-work activities. The literature on social mediation and cultural mediation is utilised for the field of study in the Indonesian context, to facilitate students' listening, speaking, and thinking skills. Furthermore, this chapter discusses listening

and speaking skills in communication classrooms and builds a learning model of group work to improve current EFL practices. The model is adjusted to students' needs, specifically, in the context of English for young learners (EYL) and after-school coaching at tutorial centres.

The literature review in this chapter indicates that there is a gap in theoretical and empirical literature that explores language and thinking relating to the scaffolding of group work in primary classrooms to build independent EFL learners in the Indonesian context. However, the literature provides direction to explore the characteristics and actions of current strategies used by teachers and introduces group work as a pedagogical change to establish student agency through self-regulated learning.

The theory used in this study provides a solid framework in relation to language development, cognitive development and social development for primary students in the Indonesian context. This study aims to fill the gap in the literature and provide development insights for further research in the area of language teaching in the EFL context. The next chapter discusses the research methodology employed in this study.

## **CHAPTER 3**

### **Methodology**

#### **3.1. Introduction**

This chapter describes the research design adopted in the present study. The current research was undertaken to explore new ways of teaching English in Indonesian primary classrooms through the use of group work to facilitate students' interactive communicative skills. The chapter is composed of three sections. The first section describes the research philosophy underpinning this study, including the ontology, epistemology, methodology, and explains why a qualitative, collaborative, participatory research approach was used. The second section discusses the research procedures, including the setting, the role of the researcher, and the recruitment process, which was informed by ethical protocols to protect the research participants. The final section explains the research methods applied in the collection and analysis of data based on the qualitative research approach.

#### **3.2. Research paradigm**

Knowledge is socially constructed (Wood, 2010). Schatzki (2002) asserts that students actively construct information through a learning process. The involvement of children in social interactions informs and promotes their cognitive development (Vygotsky, 1978a). Children are active learners in a world full of people who interact with them (Vygotsky, 1978b). Teachers develop their teaching practice through professional interactions with others. Moreover, in fieldwork researchers expand their knowledge and understanding of the context by interacting



with participants. Accordingly, the process of developing new knowledge is the result of social interaction.

The present study focused on the process of teaching English as a foreign language (EFL) in Indonesian primary classrooms, and introduced group work to improve students' language and thinking skills. The group-work process emphasised the scaffolding of peer-supported learning. Using group work refined current teaching practices and more effectively facilitates students' listening, speaking and thinking skills. Sociocultural theory provided the conceptual framework to answer the following research questions that aimed to inform practical pedagogic approaches to the teaching of English in Indonesian primary classrooms.

1. What strategies are currently used in EFL lessons to facilitate students' interactive communication skills?
2. How does scaffolded group work improve current EFL practices of engaging students in spoken interaction?
  - a. How does group work facilitate students' conversational skills of listening and speaking?
  - b. How does group work nurture students' dialogic skills?
  - c. How does group work impact on the affective dimensions of students' learning experiences?

While conducting research in education, it is essential to consider the research concept underpinning the research. The researcher is guided by a set of beliefs, values, and philosophical assumptions about how things work. This set of conceptual beliefs is referred to as a research paradigm (Denzin & Lincoln, 2011). Ontological, epistemological, and methodological assumptions are interrelated within this inquiry paradigm. These considerations control the implementation of research, starting from the research design to the conclusion. Thus, the underpinning ontology (the nature of reality), epistemology (how knowledge is discovered),

and methodology (the process of research) need to be understood to ensure a rigorous and cohesive research investigation and to avoid biased interpretations (Smith et al., 2009).

### **3.2.1. Ontology**

This study was informed by social constructivism. Guba and Lincoln (2005) argue that constructivist research is relativist in nature. The constructivist paradigm suggests that multiple realities are constructed through lived experiences. To understand “meanings, contexts, situations and circumstances of action” (Minichiello et al., 2008, p.5), the research built on relativist ontology, the researcher collaborated with the participant teacher to explore the process of teaching and learning in the EFL classrooms. This approach was derived from the social constructivist tenet that it is important to understand experiences from the participants’ perspectives (Leedy & Ormrod, 2005).

Adopting a relativist stance to explore someone’s experience means that the truth arises from interactions with other participants. The constructivist theory has its roots in Piaget’s (1964) work and focuses on students interacting with their environment, either individually or with others (Packer & Goicoechea, 2000). In this study, the researcher acted as a participant-observer who interacted with the participants during the fieldwork. The researcher realised that the interactions among all participants constructed realities. New insights and clarification of the views expressed by participants evolved from the information that was gathered. A proper understanding of the words and actions of people, in this case, primary school children and the English teacher, could be achieved through understanding the context of the social phenomena (Oliver, 2010). This concept from Oliver (2010) is relevant to the sociocultural theory used in this study to define the goals and processes of the research, and which regards learning as an activity that takes place socially (Lave, 2009).

From a sociocultural perspective, cognition “is a complex social phenomenon, distributed among mind, body, activity and culturally organised settings, which include other actors” (Lave, 1988, p. 1), and learning is described as a process of guided participation (Rogoff, 1994). Furthermore, learning is “an integral part of generative social practise in the lived-in world” (Lave & Wenger, 1991, p. 35). Brown and Edmondson (1989) argue that “understanding is developed through social negotiations” (p. 32), so that “learning and cognition are fundamentally situated in social, context, and culture” (p. 33).

This study emphasises the importance of interactive processes that build a social basis for learning, and thus uses sociocultural theory as the framework (Vygotsky, 1987). Sociocultural theory relates to knowledge about social values of behaviour in a particular society, including how these norms are manifested comprehensively in language. The focus of this theory is on the role that social and cultural interactions play in the development of higher-order thinking skills. Moreover, sociocultural theory emphasises the mediating role of language as a cultural tool or artifact. One primary characteristic of constructivism in sociocultural research is the involvement of participants and community in the research process as a social practice. This engagement involves learning by doing, and collaboration to achieve common goals in supporting students’ interactive communication skills. This research builds on the belief that the learning process can be seen as progress, as long as students can participate with others to achieve their learning goals. Contribution and participation of students include taking the initiative, being responsible for their learning, and making an active contribution to improving their listening and speaking skills in EFL.

Schools and classrooms are places of social construction and negotiation mediated through language between teachers and students, and students with their peers (Hanrahan, 2005). According to sociocultural theory, students and teachers create relationships in the classroom to help students learn. These relationships facilitate social interaction and active

participation in learning activities. This study emphasised the need to comprehend the dynamics of the situation, in this context, the classroom learning experiences of young EFL learners. Students learn language and thinking in a classroom through their tasks (Dawes, 2008). However, in most EFL classrooms, interactive communication skills are often forgotten due to the teacher being dominant in communicating to students (Misdi et al., 2013). In the current study the students learned English as an additional language, outside formal school hours, at a tutorial centre, because English is not a compulsory subject in Indonesian primary schools. This setting required the traditional teacher-centred approach to change to a student-centred approach to learning. It is important to recognise students as independent learners who actively engage in their own learning, by socialising with others (Harris & Graham, 2014). Consequently, Indonesian teachers are encouraged to scaffold students in the development of interactive communication skills in the language classroom (Sundari et al., 2017).

Using peer-supported learning strategies is one way to move from teacher-centred, passive learning to student-centred, active learning (Gusrayani, 2015). An aim of this research was to increase the teacher's understanding of the process of peer-supported learning, leading to a reconceptualisation of the impact of learning experiences on students. Peer-supported learning is crucial from a sociocultural viewpoint, which sees learning as fundamentally social. However, the pedagogic approach of peer-supported learning has not yet been introduced well in Indonesian EFL primary classrooms. To develop effective pedagogic approaches, teachers are required to support students to be independent learners and to create the context in which they can participate in their learning (Mercer, 1994). Therefore, the current study introduced group activities as peer-supported learning to facilitate students' interactive communication skills in EFL lessons.

### 3.2.2. Epistemology

Epistemology looks at the relationship between researchers and knowledge, and how researchers justify knowledge (Denzin & Lincoln, 2011). As mentioned in section 3.2.1, this study was largely informed by constructivism, which suggests that multiple facts exist and are shaped by context. Relativists believe that experiences create truth that evolves and changes depending on individuals' roles in constructing social realities.

Due to this social constructivist lens, this study focused on students' learning processes and participants' involvement in this research (Kemmis & McTaggart, 2005). The current research used an emic epistemology approach to gather information from the fieldwork. An emic approach means that the researcher collected the data by interacting with the respondents to understand social phenomena (Killam, 2013). In particular, the researcher collaborated with the teacher to facilitate students' verbal interaction in EFL lessons, with the aims of understanding social reality, seeking participants' perspectives, and initiating change in practice (Munns et al., 2013). In the present study, the teacher co-designed the group-work strategy and implemented it in her classrooms. Accordingly, the researcher had access to the participants' activities, behaviours, thoughts, and feelings during their English teaching and learning.

Additionally, the collaborative, participatory approach was conceptualised as the most appropriate way to engage participants in experiences and empower them in the decisions affecting their lives (Anderson & Shattuck, 2012; Stemberger & Cencic, 2014). This approach arose from the social constructivist perspective on human learning that knowledge is constructed through interaction with others (Wood, 2010). Indeed, a proper understanding of people's words and actions can only be achieved if these are related to the context in which they have occurred (Schatzki, 2002). Thus, aligned with Schatzki (2002), the researcher believes that collaboration with the teacher enabled this study to address actual issues with learning and teaching in a real-world setting and in real time (van Den Akker et al., 2006).

A further rationale behind this social constructivist stance was the realisation that data were socially and culturally constructed, and contained individuals' ideologies, beliefs, power, identities, agency, domination, and sociocultural understandings (Widodo, 2015). In this research, each participant had their point of view. The data obtained from the participants were related to how they acted and related to others; in other words, what students did in conversations and what pedagogical changes were implemented. Moreover, the data collection techniques included interviews, self-reflections, classroom observations, and video and audio recordings, all of which enabled the researcher to understand the nature of teaching and learning activities in the EFL context (Widodo, 2015). As a result, the researcher recognised the perspectives of all the educational participants.

### **3.2.3. Methodology**

Following on naturally from ontological and epistemological considerations, methodology refers to philosophies that guide how knowledge is gathered and analysed in a systematic way (Killam, 2013). In relation to methodological beliefs, social constructivism employs a naturalistic view to interpret real phenomena.

In this study, the researcher adopted a qualitative method to create a close professional relationship between the researcher and the participants (van den Akker et al., 2006). Denzin and Lincoln (2011) assert that "qualitative researchers study things in their natural setting" (p. 43). In general, qualitative research aims to "understand experience as nearly as possible as its participants feel it or live it" (Sherman & Webb, 1988, p.7). Understanding the context and social actors in the research site is a key issue in qualitative research. Qualitative research was used in this study as a holistic approach that involved discovery. It can be described as a useful model that occurs in a real situation (Creswell, 2003). This research was not focused on the cause and effect of generalising, or on the results from students' tests. However, this research

was situation specific; it addressed actual issues in the primary classrooms, and described the process of group-work interaction to improve the students' EFL listening, speaking and dialogic communication skills. In particular, the current study recognised student agency and social factors situated in the specific social practice. This context included school and EFL classrooms that were influenced by various social relationships outside and within the educational area.

Several studies concerned with classroom social interaction have employed a sociocultural approach in their qualitative research design. For example, qualitative research by Mercer et al. (2004) emphasised social activities and learning outcomes of the students studied, and inspired the use of a qualitative approach in the current research to explore the role of classroom communication in the development of EFL communicative skills and competencies of the EFL teacher and students in Indonesia. In line with a qualitative approach, this study aimed to provide an in-depth description of the teaching-learning activities in the specific context (Yin et al., 2020). Moreover, a qualitative design, which is concerned with establishing answers to the phenomenon in research questions, enabled this research to generate a deep understanding of the issues of language and thinking (van den Akker et al., 2006).

The specific methods carried out in this research were based on what was happening in the fieldwork. Data gathering methods, such as self-reflections from the teacher and students, classroom video observations, and interviews allowed the researcher to capture the realities of classroom interaction, including participants' experiences and perspectives.

In sum, a qualitative approach was useful for this research because it enabled the researcher to develop detailed information from the participants involved in the actual setting during data collection processes. Learning is the result of the construction and qualitative reorganisation of knowledge structures (Creswell, 2003). This is relevant to the present research because the fieldwork represented the situations experienced by the teacher and students, and their lived experiences of activities in the English classrooms.

### 3.3. Collaborative, participatory research

This study utilised a qualitative design within a collaborative, participatory approach to the research. The research focus was on communicative language skills, in particular speaking and listening; and dialogic skills, such as the sharing of thoughts and articulateness, in the context of teaching EFL. This study identified a potential problem in the EFL pedagogies and practises in the focal context, and formulated a solution. The researcher chose a qualitative design with the collaborative, participatory approach to be the most appropriate way to investigate the research questions. To dig deeper and collaboratively understand, unpack, and improve the current English teaching and learning practises, the researcher collaborated with the teacher participant.

In particular, this collaboration was viewed through mutually supportive roles to pursue a shared aim by relating teaching experiences (Munns et al., 2006). In this case, the researcher and the teacher created the pedagogic design, group work, and the teacher implemented this design in her classrooms as a new teaching strategy, mentored by the researcher. The purpose was to develop effective ways of teaching and learning in EFL classroom contexts, as a response to the need for more useable theories and models in language education (Kemmis et al., 2014). As with most participatory research, the present study involved intense collaboration between the academic and practitioner throughout the research process (Ørngreen, 2015; Sandoval & Bell, 2004). This approach was useful because a collaborative, participatory research works well with the sociocultural theoretical framework whereby new knowledge is co-constructed; in this case, scientific or pedagogical knowledge was co-constructed by the teacher-researcher partnership. This means that the research had immediate relevance and impact, and theory and practice were bridged effectively. The pedagogical and philosophical foundations the researcher drew on were not readily available to the teacher. The mentoring relationship



included meetings with informal conversations, friendly, non-judgemental, relationship building dialogues. Therefore, the researcher functioned as a mediator too, the academic expert in the co-construction of practical and empirical knowledge.

The participatory collaborative phase of the study concerned the identification of pedagogical dilemmas and necessary changes, and was conducted during the fieldwork. However, the deeper data analysis and evaluation that followed the fieldwork was carried out by the researcher only, without the teacher's involvement. This was due to the practical constraints of geographical distance between researcher and teacher after the completion of the fieldwork. As a consequence, the involvement of the teacher participant in the full analytic phase was not possible. Whilst initial collaborative analysis and ongoing, shared sense making were possible during fieldwork, the researcher strongly endorses a more extensive involvement of teacher participants in future studies. For example, during data analysis this could involve the use of an online platform, which was not available during the present research.

Table 3.1 on the next page illustrates how data collection and analysis supported the researcher in addressing the research questions of the study.

**Table 3.1. The collection and use of data to address the research questions**

<b>Research questions</b>	<b>Data collection</b>	<b>Data analysis</b>
1. What strategies are currently used in EFL lessons to facilitate students' interactive communication skills?	Question 1 was addressed through initial observations via video recordings of a number of lessons and an interview with the teacher.	<ul style="list-style-type: none"> <li>• The researcher recorded the teacher's strategies in teaching EFL using video equipment.</li> <li>• Following the lessons, the researcher and teacher reviewed the video recordings to elicit their perspectives and plan a new teaching strategy. This was done by looking for key patterns, strategies, and thus evaluating the current teaching practices.</li> <li>• It also involved jointly identified elements of good practice, guided by the conceptual framework the research was built on.</li> </ul>
<p>2. How does scaffolded group work improve current EFL practices of engaging students in spoken interaction?</p> <p>a. How does group work facilitate students' conversational skills of listening and speaking?</p> <p>b. How does group work nurture students' dialogic skills?</p> <p>c. How does group work impact on the affective dimensions of students' learning experiences?</p>	<p>Question 2 was addressed through the implementation and evaluation of a scaffolded group work strategy.</p> <p>2.a and 2.b were addressed using observational data derived from video recordings, written reflective data from the teacher, and audio recordings of the group work of 8 selected students.</p> <p>2.c was addressed by using the observational and audio recordings from the eight focus students, and verbal reflections gathered from all 32 students.</p>	<ul style="list-style-type: none"> <li>• The researcher and the teacher collaborated on the design and phased implementation of group work.</li> <li>• After implementing the scaffolded group-work strategy, key analytic themes were developed through the analysis of observational data, classroom talk, by the researcher.</li> <li>• To evaluate the effectiveness of the scaffolded group work to improve students' spoken interactions, the researcher analysed the observational data, interview data, and the reflective data.</li> </ul>

### **3.4. Research methods**

As mentioned in section 3.3, the purpose of the present study was to improve the quality of students' learning, focusing on their EFL conversational skills of listening and speaking, their dialogic skills of shared thinking, and their affective experiences. In particular, the present study focused on how the pedagogical change benefited the students.

Negotiation was carried out in order to generate the data throughout the research and to talk about the lesson plans with the participating teacher. The discussions between the teacher and researcher were conducted before engaging the student participants. The researcher collected the data during the three-month-long fieldwork, which covered 14 EFL lessons in two classrooms of a tutorial centre. During the preliminary phase of the research, the researcher engaged with the teacher and students, to get to know the participants and try to make them comfortable by asking them to act naturally as usual. Further, the researcher initially explored the situation to understand the classroom dynamics, individual student profiles and the teacher's approach to teaching.

To produce a rich bank of data, a video camera was positioned at the back of the classrooms to capture the English lessons. Video recordings were useful to follow what happened in the classrooms and the ongoing teaching and learning processes (Bonner & Tolhurst, 2002). Additionally, audio recordings of the group work of one focal team of four students from each classroom were collected to obtain insights into how the students interacted during group work. A detailed outline of the research procedures follows.

#### **3.4.1. The research setting**

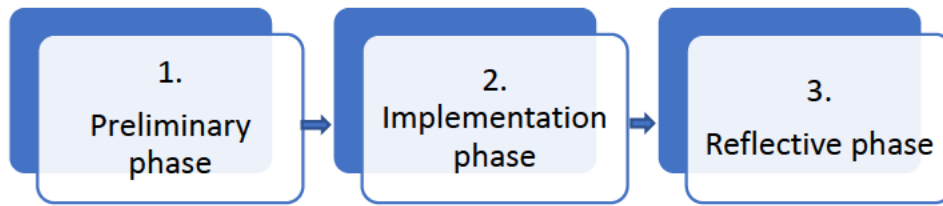
The current research was conducted in two classes, Year 4 and Year 5, at an Indonesian EFL tutorial centre. The selected tutorial centre was located in East Bandung city, West Java Province, Indonesia. At the time of research, there were approximately 120 students enrolled

in the selected tutorial centre. For this study, the student participants came from six different primary schools around the East Bandung area. They had been learning English in the same tutorial class for almost a year, which made them familiar with one another. Familiarity made the students study more cooperatively because they already knew one another. Thus, the atmosphere was supportive of small group-work activities (Munns et al., 2013). All data were collected in EFL classrooms at one tutorial centre. Neither the initial profile of the tutorial groups, nor the findings of the study can be generalised to English teaching in all primary contexts in Indonesia.

The reason behind the choice of this setting was that, through curriculum changes in 2013, the Indonesian government outlined policy requirements for English education to be conducted democratically (Hawanti, 2014). Nevertheless, the Indonesian government has not published a centralised or compulsory EFL curriculum. As a consequence, many public schools in Bandung do not provide EFL instruction; the government gives principals the freedom to choose whether schools provide the EFL subject or not (Hawanti, 2014). However, the demand for English is high in Indonesian society due to globalisation. Therefore, the parents choose tutorial centres as out-of-school-hours venues for additional learning for their children.

#### **3.4.2. The role of the researcher and data collection techniques**

The researcher (author) in the present study was a participant-observer during the fieldwork phase. In the school setting, the researcher closely followed pedagogical activities to comprehend the participants' perspectives and experiences. Both the teacher and the researcher collaborated in generating the data through the first two phases, as shown in the figure below.



**Figure 3.1. The research phases**

The preliminary phase of the research (lessons 1-4) was conducted before the teacher implemented the co-designed scaffolded group-work strategy. This phase was used to address the first research question. At the beginning of the preliminary observations phase, the researcher sat at the back of the classrooms and observed the strategies the teacher used in teaching EFL. In this first phase of the research, the teacher took responsibility for the planning and implementation of lessons, while the researcher was responsible for data collection through observation and documentation. The purpose of the first phase was to identify key teaching patterns and strategies, and to evaluate the current teaching practices. Following the preliminary phase, a short discussion between the researcher and teacher took place to reflect on the current practises and discuss general ideas about how to improve current teaching and learning practices through group work.

The implementation phase and the reflective phase were conducted to address the second research question and its sub-questions. The aim was to refine existing practises and identify new peer-oriented pedagogic strategies, such as group-work activities, which enable the development of EFL conversational and dialogic skills. The second phase was conducted during the introduction of scaffolded group-work activities (lessons 5-14). As a participant-observer, the researcher's role was that of a consultant and partner of the teacher (co-teacher). As such, in the second phase of research, the researcher collected the data but also supported the implementation of the co-designed teaching strategies. Furthermore, the teacher

implemented the phased group-work activities. The roles were negotiated and constructed within the research context.

Following this, the reflective phase was carried out. During this phase the researcher collected reflective data on the pedagogic strategies implemented in the classrooms. During this reflective phase, the researcher designed questions as prompts for the students' self-reflections. The questions were asked by the teacher to explore students' experiences during group-work activities (see the appendix). The data from the students' and teacher's reflections were used to evaluate the changes that were implemented.

Justification for deploying these three phases is presented in Table 3.2.

**Table 3.2. Data collection phases and methods**

<b>Phase</b>	<b>Timeframe</b>	<b>Data</b>	<b>Participants</b>
Preliminary phase (4 lessons each class)	14 – 25 January 2019 (2 weeks)	<ul style="list-style-type: none"> <li>• Eight observation videos of teaching and learning processes (Approx. 30 minutes recording per lesson).</li> <li>• First audio-recorded interview with teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher</li> <li>• The teacher</li> <li>• All students</li> </ul>
Implementation phase (10 lessons each class)	28 January – 29 March 2019 (9 weeks)	<ul style="list-style-type: none"> <li>• 20 observation videos (Approx. 30-40 minutes recording per lesson).</li> <li>• Six written reflective journal entries, three from each class, provided by the teacher after lessons 5, 10, and 14.</li> <li>• 20 audio recordings, 10 of each class, focusing on group conversations involving eight selected students, four students working as a group in each class.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher</li> <li>• The teacher</li> <li>• Eight selected students</li> </ul>
Reflective phase (2 days for the students, and 1 day for the teacher)	1, 2, and 5 April 2019 (3 days)	<ul style="list-style-type: none"> <li>• Eight audio recordings of verbal self-reflections from eight groups of students, each group consisting of four students (32 students).</li> <li>• Second audio-recorded interview with teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher</li> <li>• The teacher</li> <li>• All students</li> </ul>

There are two semesters per year in the Indonesian curriculum. The three-phase fieldwork covered the second semester, from 14 January to 2 April 2019. The teacher taught both classes at different times and on different days. Students from Year 4 and Year 5 participated in this research, 14 lessons for each class. Video and audio recordings were simultaneously collected in the classes. The majority of data were collected through video observations, four observations from the preliminary phase and ten observations from the implementation phase. Moreover, the audio-recorded data from eight selected students provided insight into the group work, with examples of the students' progress in English speaking, resulting from their interactions with peers working together in groups. The detailed data collection processes follow.

#### **A. Data for Preliminary phase**

Research question 1:

What strategies are currently used in the EFL lessons to facilitate students' interactive communication skills?

The data for the first research question were gained from:

- Eight video-recorded observations of EFL lessons (four 30-minute recordings from Year 4 and four 30-minute recordings from Year 5).

For the preliminary phase, the researcher and teacher collectively examined the current teaching strategies used by the teacher. The video recordings were used as the primary data to evaluate the current teaching practices. The eight video recordings of preliminary observations helped to elicit the teacher's and the researcher's perspectives, which led to the co-design and implementation of pedagogic changes for the next 10 lessons.

Outside the classroom after the English lessons, the researcher and the teacher collaboratively reviewed the video recordings in follow up sessions for 35-45 minutes.

Specifically, in the preliminary phase the researcher and teacher participant analysed what was happening in the classroom interaction, and this entailed the analysis of both the teacher's and the students' utterances, which led to further revisions of teaching practice. The teacher taught EFL during the initial observations and was involved in evaluating her current teaching strategy in collaboration with the researcher. In particular, the researcher and the teacher discussed the aspects of good practice, with reference to a conceptual framework discussed in the literature review (Chapter 2), which this research built on. The researcher shared the conceptual framework and the literature review with the teacher to support this evaluative process.

Based on the evaluation of current practises in the preliminary phase, which was facilitated by the researcher, the researcher and the teacher jointly decided to plan the phased implementation of group-work activities to encourage students' active participation and communicative skills. Based on the data analysis of the preliminary phase, the researcher and teacher found a lack of interaction between students and their peers during EFL lessons. The teacher shared her knowledge and experience in teaching, and exercised the authority to initiate pedagogical changes by making decisions about her teaching practices. Furthermore, she provided input and ideas to refine her teaching strategies to facilitate students' interactive communication skills.

To provide consistency in observing the teaching practice, the observation rubric (Table 3.3) was used by the researcher to evaluate the current teaching practices.



**Table 3.3. Reflection criteria for the initial phase of the research (evaluating current practise)**

Criteria	Yes	No
The teacher supports the students' conversation and participation.		
The teacher encourages students to resolve problems and share opinions with peers.		
The teacher directs students' attention to explicit words and encourages them to talk and think.		
The teacher shows warmth, caring, respect and fairness to the students.		
Connection and interaction are made between the teacher and the students.		
The teacher responds to the students' questions that arise in the flow of the lessons.		
The teacher shares and builds the students' contributions to the classrooms.		
The teacher actively provides many opportunities to facilitate the students' conversations.		

(Adapted from Louden & Rohl, 2003; Lejk & Wyvill, 2002)

The observation rubric guided this research during the preliminary phase. The criteria for evaluating current teaching practice (Table 3.3.) focused on teaching-learning activities to identify the teacher's strategies in teaching English and supporting students' interactive communicative skills (Louden et al., 2005).

- First interview with the teacher

In addition to the video recordings, an initial face-to-face interview with the teacher was recorded before the observations, to get to know the teacher and context. Specifically,

this was conducted to explore and document her perspectives toward the strategies she used in teaching EFL to primary students. The interview was conducted based on a common set of questions relating to the teacher's strategies in teaching English.

### **B. Data for Implementation phase**

Research question 2:

How does scaffolded group work improve current EFL practices of engaging students in spoken interaction?

- a. How does group work facilitate students' conversational skills of listening and speaking?
- b. How does group work nurture students' dialogic skills?
- c. How does group work impact on the affective dimensions of students' learning experiences?

In terms of classroom practice, when the students started learning in groups (lessons 5-14), they needed the teacher's contingent guidance to learn to cooperate effectively. As mentioned in section 3.4, collaboration between the researcher and the teacher was used to refine current teaching practices. The ultimate pedagogic aim was to develop students' EFL conversational and dialogic skills. The researcher and the teacher continued with the collaborative implementation of the planned pedagogic strategies. During the implementation phase (lessons 5-14), the students were involved in group learning from the beginning to the end of the class, about 45 minutes in each session. The data in the second phase were collected through:

- Video-recorded observations of lessons (10 videos each class).

The researcher observed all classroom activities to investigate the dynamics of classroom interaction and thus evaluate the group-learning activities implemented in the classrooms. During the observations, the students practised speaking English with their

peers in groups. Group-work activities were observed to explore students' skill development and shared understanding (Mercer & Littleton, 2007; Vass & Littleton, 2010). The group-work process aimed to support the development of the two conversational language skills (speaking and listening) and improved students' dialogic skills. The researcher observed and recorded each lesson using video equipment, for approximately 30-40 minutes. The videos allowed the study of student participation during the lessons, and how the teacher assisted the students, with a particular focus on the group-work activities in the recorded lessons.

- The teacher's written self-reflection entries (lessons 5, 10, and 14 in each class).

The teacher was invited to provide written self-reflections as data. Regular reflections written by the teacher (three written reflections from each class) were used to inform follow-up changes to teaching practice during the study (Malik & Hamied, 2014). Since the purpose of this research was to analyse how the scaffolded group work could improve the quality of students' conversational and dialogic skills in English, the written reflections from the teacher were utilised as a tool to record the teaching and learning journey for improving teaching practice.

The current study encouraged the teacher to discuss and document what she experienced during the observation period and to negotiate and exchange perspectives with the researcher. The aim of using participants' self-reflection was to confirm, support and direct research to record participants' ideas (Strauss & Corbin, 1998). The teacher's reflections were written narratively and led by the questions related to the scaffolding of group work. Examples of reflection questions were: "What changes can you see?" and "What are the difficulties you find during group work?"

- Audio recordings of group work (eight selected students/one group of four students from each class).

To examine the quality and value of peer interaction in the Indonesian EFL context, audio recordings were used to capture ongoing communication between the students and their peers in groups. The researcher observed and video recorded the whole lesson, but the audio recordings focused on the group-work phase only, approximately 30 minutes of each lesson. The audio recordings of the dialogue of the eight selected students were used as data sources to identify patterns of conversation within the groups. These samples of group dialogue were audio recorded during the observations in the second phase.

### **C. Reflective phase**

The reflective phase was conducted after the implementation phase and once the observations had been completed. The reflective data collection included:

- Students' self-reflections

The students' self-reflections were documented during follow-up sessions to explore their responses regarding English learning in groups. The student groups were asked to share their reflections related to their learning experiences, elicited using reflection questions, and recorded using the video-recording equipment. Each group consisted of four students and was video recorded for five to 10 minutes to share their perspectives as verbalised self-reflections. This activity was conducted in the tutorial centre at the end of the observed lessons. This study obtained self-reflections from all student participants.

The questions were asked by the teacher to avoid the students' feeling afraid or ashamed, since the researcher was an outsider in the fieldwork. The teacher asked the questions using Bahasa Indonesia. However, it is acknowledged that the limitation and risk with using the teacher as the interviewer could have shaped the answers students provided. Examples of verbal reflection questions were: "What do you like about studying English with friends in a group?" and "What experiences did you get while studying English in a group?" (See appendix G).

This study was concerned with the students' affective responses to language learning. Classroom ambience had a significant impact on the cognitive development of students. However, observation of feelings in any situation is impossible without the participants themselves talking about the phenomena in the classroom situation (Malamah-Thomas, 1987, cited in Nisa, 2014). The students' verbal reflections were used to explore their feelings and engagement in learning experiences during group-work activities (Lutz & Guthrie, 2006).

The verbal reflections were also used to gather information about what the students noticed in groups, based on their feelings and experiences. This study was concerned with the students' emotions; the data gained from all students' reflections helped this study to find out how the students felt during the lessons and how they described the classroom atmosphere during group learning (Cole, 2009; Arnold, 2011). The students' feelings about learning EFL, their experiences in small group-work activities, as well as the teacher's role in the classroom, provided data about the affective aspect that was explored in this research. This study analysed the classroom affect, consisting of the students' emotions, perceptions, feelings, and experiences. Therefore, the students' verbal self-reflections served as a fundamental element for this research and a source of data to inform the evaluation of learning activities.

- The second interview with the teacher

The teacher's interview was repeated in the third phase, to help reach a conclusion related to the effectiveness of scaffolding group work to improve the students' interactive communicative skills in EFL classrooms. To enrich the data, the teacher's perspectives were used to complement other perspectives documented. The second interview occurred in the teacher's spare time at the end of the research, to generate a conclusion to the research (Denzin & Lincoln, 2011). The teacher interviews were conducted to redefine the ongoing,

systematic, and regular conversations with the teacher, using the audio recordings as the trigger. The duration of each interview was about 10 minutes and it was audio recorded. Further, in order to cross-reference responses concerning the strategies used by the teacher to support students' language and thinking, the interview data were triangulated with the other data sets (Kvale, 2008; Kvale & Brinkmann, 2009).

### **3.4.3. Ethical considerations**

This research was granted ethics clearance by the Human Research Ethics Committee of Western Sydney University (HREC number H13061), and complied with ethical guidelines set out by the committee. This study commenced after the research had been approved by the Western Sydney University Human Research Ethics Committee (WSU HREC). Participant recruitment was based on the approved protocols, designed to ensure that the participants (or their legal guardians) had the autonomy to give their informed consent or opt out of the research at any point during the study. The recruitment protocol ensured that, if the teacher or the students withdrew from this project, this did not impact on their relationship with the educational institution. Students who opted out or declined participation did not experience any repercussions regarding their progress at school (Tyldum, 2010).

However, since the students were 10-11 years old, the consent form and participant information sheet were given to their parents. The researcher asked parents' permission for their children to be participants in this research. With the help of the principal, one meeting with the teacher and the students' parents was conducted to explain the research aims and clarify that the students' participation was on a voluntary basis. In this meeting, the researcher gave a brief explanation regarding the focus of the research and the expected contribution of the participants. This was done to make the student participants' parents aware of the research, and to assure them that the students would study as usual. Equally important, the researcher explained to the

participants' parents the use of video recordings during the teaching-learning process. Based on this ethical consideration, this research followed the students' schedules in learning English.

#### **3.4.4. Participant recruitment**

After the principal agreed and gave permission for conducting the research in the tutorial centre, a preliminary conversation was conducted with the principal regarding the research process. The principal asked the researcher to meet the English teacher, and she suggested to conduct the research in the Year 4 and Year 5 classrooms. Year 4 consisted of 20 students, and Year 5 consisted of 12 students. The researcher expected that if the scaffolded group-work strategy were to be successful, it could continue to be used by the teacher with the next year level of students of different ages.

Two groups of participants were included in this research: the EFL teacher and the 32 primary students ranging in age from 10-11 years participated in this study. The reason for choosing only one teacher reflected the feature of the purposeful sampling strategy to avoid compromising the depth of the study (Creswell, 2003). The teacher was a regular teacher in the selected tutorial centre, and she was engaged in her usual teaching responsibilities while participating in the present research. The teacher was a speaker of Indonesian and a non-native speaker of English, with a bachelor's degree in English education and more than three years' experience teaching English to young learners.

Thirty-two student participants were recruited to participate in this research. All students were video recorded to identify the interaction patterns in the language classroom. However, from the total of 32 participant students, only eight students (six females and two males) were purposefully selected by the teacher to be audio recorded for data collection. Specifically, the conversations of these eight students during group-work activities were audio recorded throughout the observational period. They comprised one group of four students from

Year 4 and one group of four students from Year 5. Data sets are often small when conducting qualitative research, because analysing real talk as collective thinking requires extensive transcription and analysis (Mercer, 2004).

The criteria for selecting the students were based on the teacher's recommendation and evaluation of their proficiency in speaking English. The teacher evaluated the students by observing them during the teaching-learning process. She categorised the students into three levels based on their speaking activity, such as how frequently or actively they spoke English in class. Three categories of students were chosen by the teacher. They were the students who were active in speaking, those who participated moderately, and those who were less active in classroom participation. The teacher mixed the three levels of students into two groups of four, one for each class. The reason for this was that the students who actively spoke in class could assist those who were less likely to participate in class. Moreover, the two groups of four selected students were managed by the teacher based on the idea that groups of students with different abilities create better discussion or dialogue (Johnson et al., 1994).

Although the participant students were drawn from only six public schools in different districts, the entire research sample reflected the student representation in public primary schools around Bandung city, Indonesia (Hannes, et al., 2010). Table 3.4 below provides basic information related to the research participants.

**Table 3.4. List of participating students**

School	Students Year 5	Students Year 4	Number	Total Students
Ujungberung Public School	7	10	17	<b>32</b>
Andir Public School	0	4	4	
Cinangka Public School	0	2	2	
Ciporeat Public School	3	2	5	
Aji Tunggal Public School	1	1	2	
Mekar Galih Public School	1	1	2	



This research was concerned with examining and improving the effectiveness of EFL lessons for young Indonesian learners. The rationale for conducting an investigation focusing on primary age cohorts was that interactive learning should be introduced at a basic level, in order for students to become familiar with using English for communication (Suherdi, 2016).

#### **3.4.5. Data management and trustworthiness**

Data management is a necessary component of a detailed analysis (Miles et al., 1994). The data from observations (including video and audio recordings), interviews, and self-reflections were transcribed and translated manually and imported into the software program NVivo. In the next phase of the data management process, the NVivo software provided comprehensive data management and coding arrangements throughout the research process. Using the software, the researcher searched and identified the data categories quickly to identify the frequency of particular types of classroom interaction patterns. This informed the research categories by marking up the transcripts from the data. The process involved verifying raw data for trustworthiness, checking codes for accuracy, reviewing the coding process, and comparing the codes to determine what each code represented. Additionally, the literature supported the research to develop the theories and “to conceptualise the data analysis” (Strauss & Corbin, 1998, p. 51).

### **3.5. Data analysis**

This section is divided into three parts. Section 3.5.1 provides an explanation of classroom interaction analysis using Flanders’ (1964) interaction analysis categories (FIAC). Then, section 3.5.2 outlines a description of the quality of students’ language and thinking using Mercer’s (1994) typology of talk categories. Finally, section 3.5.3 provides a description of triangulation in research.

This data analysis section details the analytic design: procedures for analysing and interpreting the data collected. The key parameter of the qualitative design was to conduct an in-depth exploration through the triangulation of different types of qualitative data collected through observations, video and audio recordings, and self-reflections. Accordingly, the analytic model in this study was employed for analysing classroom talk or interaction as the foundation for shaping the analytic design.

In the analysis, the researcher combined two analytical approaches: Flanders' (1964) FIAC and Mercer's (1994) typology of talk. The video transcripts of all classroom verbal interactions and audio recordings of selected students' conversations in groups were analysed by investigating the relevance of the fieldwork observations to the research questions. Specifically, video and audio recordings, including both nonverbal and verbal interactions, were transcribed, coded and analysed using FIAC and Mercer's typology of talk. The reason for combining these analytical tools was to see the changes in the teaching-learning process in Indonesian EFL primary classrooms. The value of each analytical tool was to reveal natural verbal interaction and authentic dialogue during EFL lessons. Therefore, these analytical tools were important in answering the research questions. Specifically, they helped to identify the impact of group work on conversational skills, dialogic skills, and affective dimensions.

The two analytic processes were conducted separately. First, the researcher analysed the video transcripts from classroom observations, using FIAC to identify verbal interaction patterns in general, and determine the teacher vs. student talk ratio during EFL lessons. For example, the proportion of student and teacher talk was identified through coding and analysis using FIAC. However, the current research was not simply a process of counting the teacher's and students' instances of talk in the classroom, but rather to explore the quality of group talk and its impact on students' learning experiences and participation in groups.

After analysing the video recordings using FIAC to explore classroom interaction patterns, the researcher analysed the audio recordings of the eight selected students, during their discussion in groups, to identify their conversation patterns using Mercer's (1994) typology of talk. The typology of talk was used to analyse the nature of the students' group conversations (Dawes & Wegerif, 2004) and explore how the students' talk expressed their learning and thinking. This analytical method was an important tool because it allowed the researcher to go below the surface.

The two analytical tools employed in this research are explained in detail below.

### **3.5.1. Flanders' interaction analysis categories (FIAC)**

This research utilised FIAC as a tool to analyse general verbal interaction patterns in the classroom research settings. The value and limitations of this analytical tool are described in this section.

The FIAC were developed by Flanders (1964) to analyse teachers' and students' participation in classroom interaction during teaching and learning activities (Tuan & Nhu, 2010). This approach to analysis is used to identify, classify, and observe classroom verbal interaction (Tichapondwa, 2008). Moreover, it is used to look into the frequency of particular types of interaction. In this research, this analytical tool was utilised to explore how the teacher and students contributed to classroom participation, identify emergent or recurring classroom interaction patterns, and how these patterns reflected the learning and teaching behaviours in the classroom. In particular, the FIAC tool was employed to identify the changes in classroom interaction patterns in EFL lessons before and after applying group-work design (in the preliminary and implementation phases).

The FIAC tool has ten coding categories to identify the quantity of verbal interaction (Tuan & Nhu, 2010). These ten categories are divided into three groups: teacher talk, student

talk, and silence. These three main elements of verbal interaction, adapted from Flanders' categories, guided the current study to investigate interaction patterns and frequencies (Flanders, 1964). The events that occurred in classroom interactions were classified into those three main sections, with the code numbers for each section (Walsh, 2006).

Specifically, teacher's talk was divided into two sub-headings: indirect and direct influences. The teacher's indirect influence consisted of four observation categories which were assigned numerical codes: (1) accepting feelings, (2) praising or encouraging, (3) accepting ideas, and (4) asking questions. The teacher's direct influence was divided into three observation categories: (5) explaining or lecturing, (6) giving direction, and (7) criticising or justifying.

Students' talk consisted of two observation categories: (8) responding to the teacher's talk and (9) initiating. The last main category was (10) silence, which was used to categorise pauses, for example when the teacher wrote on the whiteboard, or a short period of confusion that could not be understood by the researcher.

The researcher put a verbal interaction code on the transcripts, for example, when the teacher was lecturing, the researcher put 5 as a code of interaction. When the teacher was asking a question, the researcher put number 4. When a student was responding to a question, the researcher put the code 8 on the transcript. After coding the video transcripts, the researcher inserted the coded transcripts into NVivo software for decoding the classroom verbal interaction. The generalised sequence of the students and teacher participation was estimated using NVivo software to determine the portion of verbal communication. Then, the total numbers were converted into percentages to see the classroom interaction in each lesson. This procedure is an effective technique to observe classroom interaction systematically since it records teachers and students' utterances during the process of teaching and learning (Babelan & Kia, 2010).

The FIAC was an appropriate tool for this study because it was able to capture the dynamics of interaction in EFL classrooms. The current research identified the patterns of classroom interaction by coding each utterance, or conversational turn by the teacher and students, and capturing their positioning in classroom participation, which may change over time (Tuan and Nhu, 2010). Significantly, this study identified the frequency and proportion of particular types of interaction during whole-class teaching-learning activities. The purpose was to discover whether the ratio and type of teacher and student talk improved as a result of the pedagogic change, thus facilitating the improvement of students' conversational skills. Transcripts of observational data were used for this analysis revealing pedagogical processes, including when the teacher communicated with the students, which impacted their communicative skills. In order to gain the expected data, the researcher used FIAC to analyse the transcripts, documenting participation by showing the percentages of teacher's and students' talk ratio to indicate the patterns of their verbal communication during classroom participation.

As a tool for analysing classroom interaction in the teaching and learning process, the Flanders' system has some strengths and weaknesses, discussed by Evans (1970). First of all, it provides an objective method for distinguishing teachers' and students' contributions to classroom interaction and revealing who is more dominant in class. Secondly, it describes the classroom interaction patterns, whether the mode of classroom interaction is teacher centred or student centred. However, this type of analysis is impractical and requires some form of automation in gathering and analysing raw data. It is a time-consuming process (Sampath et al., 2007). Nonetheless, through FIAC the researcher captured the general patterns and dynamics of verbal interaction in the EFL lessons observed in the participating Indonesian primary classrooms. It also documented how the teacher's and students' verbal interaction changed during the implementation phase (during the implementation of the group-work strategy).

### 3.5.2. Mercer's typology of talk

Mercer's (1994) typology of talk was employed in the current study to extend on what the FIAC coding achieved in the analysis of verbal interaction patterns. As discussed in section 3.5.1, FIAC coding was utilised to analyse the whole classroom verbal interaction patterns. In comparison, Mercer's (1994) typology of talk was used to analyse students' conversation patterns within groups. The typology of talk was not used to analyse individual turns, as FIAC was. However, it was utilised to analyse extended segments of group conversations. This was important because talk became critical when the students discussed or shared ideas, asked each other questions, negotiated meaning, clarified their own understanding, and made their opinions understandable to their partners. Specifically, Mercer's (1994) typology was important in this research as it allowed the researcher to recognise how the students' discussion impacted their thinking. Furthermore, the researcher could not answer the second sub-question of research question 2 without this analytical tool.

The term thinking together was developed by Mercer (1994) as part of a triad of types of talk, including exploratory talk, disputational talk, and cumulative talk (Mercer, 1995). Mercer's typology is useful when looking at the quality of talk and how talk reveals thinking (Mercer, 2004; Wegerif, 2018). The analytical method used in this study was based on the success of previous studies in encouraging students' active participation in whole- and small-group discussions (Mercer, 2004, 2008; Dawes, 2008; Wegerif, 2007).

The typology of talk was employed to analyse features of the peer-supported group conversations in the EFL classrooms observed in this study (Bernard & Campbell, 2005). Mercer (1995) identifies the typology of talk as three typical ways of talking and thinking among students learning in groups: "disputational talk, characterised by disagreement and individualised decision-making; cumulative talk, in which speakers build positively but

uncritically on what others have said; and exploratory talk, in which the participants engage critically but constructively with each other's ideas" (Barnes, 1999, p. 53). Specifically, the present study analysed the students' group conversations, described as interaction or engagement in task, when the students were sharing, helping, inviting, building ideas together, or when they were arguing, fighting, and keeping silent. Those interactions were identified to explore the quality of students' communicative skills (Mercer, 2004). Further, the students' dialogue during group-work activities was analysed to examine their language development in English, with reference to, for example, Mercer & colleagues' exploratory talk.

In this study, group talk was also categorised as disputational, cumulative, and exploratory talk. The audio transcripts from the eight selected students' conversations conveyed a host of meanings. Language, after all, is highly observable and open to description (Wegerif, 2018). The transcripts of students' discussions in group-work sessions were analysed to explore the nature of conversations. At the beginning of coding, the initial code was analysed using a priori code that was revealed from audio chat recordings. The conversational patterns such as when the students collaborated, competed, thought or shared together, and accepted each other's ideas were analysed and coded according to the types of talk.

Coding the quality of students' talk, employed three levels, disputational talk, cumulative talk, and exploratory talk to help in the analysis of the data findings. These types were applied as codes. Disputational talk was described as an interaction where participants' perceptions were challenged without justification. Disputational talk has elements of disagreement without any signs of sharing or explanation. Disputational talk can be on task, suggesting compliance, but monologic and combative. Combative disputational talk may be relevant but not useful or productive. Another talk-type is cumulative talk, described as interaction when students built upon each other's ideas without critical engagement, accumulating ideas without refinement. The last talk-type was exploratory talk, which

combined elements from both disputational and cumulative talk. Exploratory talk was characterised by sharing information, giving reasons and opinions, and aiming to reach an agreement. This is both sharing and critique of ideas, not blind acceptance and not outright rejection but a critical review.

In particular, if the students spoke without elaboration or empathy and stuck to their views or ideas, the conversation was coded as disputational talk, and it required teacher intervention. If they talked to share knowledge in an uncritical way, for example, when the students simply accepted and agreed with what their friends said, also when they repeated each other's ideas without evaluating them, it was coded as cumulative talk. Moreover, if body language and expressions indicated mutual involvement, for instance, when the students gave reasons for opinions and sought agreement for joint decisions, it was coded as exploratory talk and the teacher might leave them alone (Wegerif, 2018).

The researcher employed this analytical model to explore students' group-based dialogue during EFL lessons (Kumpulainen et al., 2009). Then the researcher examined the types of talk evident in students' group conversations during the English lessons. After the conversational data from the eight selected students were coded based on typology of talk categories, notes were compiled to determine which type of talk occurred most often in group conversations and in what context. The researcher then identified excerpts of typical conversational patterns, used in the analytic chapters.

The typology of talk was suitable for categorising the relevant student conversations to acknowledge their thinking during their collaborative learning in EFL classrooms. Through this analytical model, the researcher recognised the conversational patterns of group talk in EFL lessons in Indonesian primary classrooms, and knew how the students typically used their talk to represent their thoughts in peer-supported learning. However, the typology of talk could not be used for individual student's conversational contributions because this analytical approach



is useful to examine the nature of group talk among students (peer interactions) in the classroom (Mercer, 2014).

### **3.5.3. Triangulation**

The present study used triangulation of the different types of qualitative data, namely transcribed audio and video recordings of classroom interaction, recorded and transcribed self-reflective data, and recorded and transcribed interviews. As discussed in section 3.4.2, triangulation of data helps establish validity by using multiple sources to provide evidence of claims, reduce the risk of bias, and build a safer understanding of the problem under investigation (Maxwell, 2012). Triangulation was employed here to explore the consistency of the findings that were obtained from different sources of information. As Neuman (2006) states, “qualitative researchers consider a range of data sources and employ multiple measurement methods” (p.196).

The data from the teacher’s interviews and written self-reflections, and students’ verbal reflections were analysed using the analytic procedures from Braun and Clarke (2013). Firstly, after collecting the data in the fieldwork, the interview and self-reflection transcripts were developed by the researcher to determine the critical, potential features and relevance to the research questions. The process of transcribing helped to familiarise the researcher with the data by searching for the emergent themes relating to the research questions. Secondly, the researcher created analytic files, read through each interview and reflection transcript to review the data, and wrote additional notes (Maxwell, 2012). Thirdly, the process of categorising the data was continued by defining the themes. Following this, the researcher developed and named each theme based on the qualitative approach, focusing on the issue of communication skills. This study examined the data based on the participants’ real experiences of interaction and participation, and their interpersonal expressions of opinions, thoughts, and feelings (Widodo,

2015). Finally, those data were summarised to look for the themes. The categories found in the transcripts of video observations and audio recordings were triangulated with participants' self-reflections and interview transcripts to support the research findings.

The data from the fieldwork were obtained through English lessons in an EFL context in Indonesia. The raw data were in the form of transcripts and participants' reflective worksheets. Further, the data collected in Indonesian language were translated into English by the researcher. The reason that the researcher served as translator was that the researcher is Indonesian and a bilingual user of Bahasa Indonesia and English. Another reason was that the researcher was familiar with the participants and context being studied (Widodo, 2015). The translation of data was reviewed by the teacher participant to ensure accuracy of meaning. This translation checking aimed to maintain the trustworthiness of the data. Most of the data in the findings were described in English, but some were presented in Bahasa Indonesia to clarify the study and avoid misunderstandings. The transcripts of the video-recorded spoken reflections were analysed to explore the students' perspectives on learning English that could improve their English ability, specifically in listening, speaking and thinking.

Different data types, such as reflection and observation were distinguished in analytical procedures at the practical level. Triangulation facilitated data validation through cross verification from different sources (Creswell & Miller, 2000). Thus, the data from the three sources, observation, self-reflection, and interview, were triangulated to clarify this research.

### **3.6. Conclusion**

This chapter details the research design, from the processes involved in deciding upon the qualitative approach and methods to use, to the collection of data and the potential analytical tools (Creswell, 2003).

As explained in the research methodology section, the current study applied a qualitative data analysis approach to collaborative, participatory research, including collaborative planning, implementing group-work activities, and evaluating teaching practice during the initial phase. In this study, the collaborative problematisation of current teaching-learning practises between the researcher and the teacher focused on the issue of language (listening and speaking) and thinking (dialogic). The aim was to look into the students' language development, in response to refining pedagogic strategies that utilised group work. Particularly, the study aimed to develop an understanding of scaffolded group work in order to refine current EFL practices of engaging students in spoken interaction. The current study utilised FIAC and Mercer's typology of talk as the analytical tools to analyse the data regarding interactive communication skills in EFL classrooms. Further, this study explored data in depth through the triangulation of different types of qualitative methods.

The next chapter presents and discusses the findings from the preliminary phase, specifically the strategies used by the teacher to support the students' interactive communication skills before implementing the group-work strategy. Findings from this study contribute to a better understanding of the relevance and possible uses of a new model of group-work activities in the EFL classrooms of Bandung city. Furthermore, this study provides information for teachers who would like to facilitate students' listening, speaking and thinking by using group work in the EFL context in Indonesia.

## **CHAPTER 4**

### **Strategies used by the EFL teacher at the beginning of the study**

#### **4.1. Introduction**

This chapter presents data findings to examine the first research question (RQ1): What strategies are currently used in EFL lessons to facilitate students' interactive communication skills?

RQ1 was evaluated for a one-month period during the preliminary phase, focusing on lessons 1–4. To answer the first research question, data were collected through initial classroom observations and an interview with the teacher. The existing conditions of the two classrooms were video recorded resulting in four videos of Year 4 and four videos of Year 5. Furthermore, the teacher's interview was recorded to support the observational data. This study proceeded to report the realities of English lessons through observations and interview to identify the strategies the teacher used in teaching English, with a particular focus on teaching interactive communication skills. Flanders interaction analysis categories (FIAC) was utilised in this study to understand the interaction patterns between the teacher and the students, and the students with their peers in the target language classrooms.

Preliminary observations were conducted from 14 January to 25 January 2019, in the tutorial centre in Bandung city. One English teacher and thirty-two students from two classes participated in this research. Due to the fact that primary students attended the tutorial centre as an after-school learning activity, English lessons were held twice a week, each one conducted for 45 minutes. Following is a description of the observation schedule.

**Table 4.1. Observation schedule timeline**

Name Items	Year 5	Year 4
Lesson 1	Time: 14 January 2019 Theme: Present tense Duration: 45 minutes	Time: 17 January 2019 Theme: Introducing yourself Duration: 45 minutes
Lesson 2	Time: 15 January 2019 Theme: Guessing animals and prepositions Duration: 45 minutes	Time: 18 January 2019 Theme: My family Duration: 45 minutes
Lesson 3	Time: 21 January 2019 Theme: My dream house Duration: 45 minutes	Time: 24 January 2019 Theme: Could and could not Duration: 45 minutes
Lesson 4	Time: 22 January 2019 Theme: Spelling words Duration: 45 minutes	Time: 25 January 2019 Theme: Describing animals Duration: 45 minutes

#### **4.2. Shared review and joint planning to enhance EFL teaching practice**

This study utilised collaborative, participatory research to find the best way to refine EFL teaching practice to increase student participation and develop communication skills in Indonesian primary classrooms. As is the case with most collaborative, participatory research (Kemmis et al, 2014), the teacher and researcher worked as a team collecting the data: the process was guided by the researcher. The aim of this collaboration was to negotiate the specific design of teaching practice. In conducting the research, the researcher and the teacher focused on the particular problem of classroom verbal interaction.

## CHAPTER 4: Strategies used by the EFL teacher at the beginning of the study

The teacher not only took part in the classrooms but also offered insight into her teaching performance. After the EFL lessons, in a joint collaborative meeting the researcher discussed the critical issues with the teacher, and the teacher shared her perspectives regarding the strategies she used in teaching English. The discussion in this context involved: seeking, sharing, negotiating, and acting upon perspectives and ideas; and planned decision making (Sproston, 2008). Sharing and distributing knowledge in this way, through a collaborative participatory process, invites academics and participants to learn and contribute to the discussion. Therefore, the informal meetings after each lesson in the preliminary phase provided ideas for changes to teaching practice, such as ways to encourage all students to actively participate in discussion and learn English independently.

Throughout the research, the teacher's opinion was essential, and was taken into consideration in decision making. Moreover, the principal gave full autonomy to the class teacher to develop her teaching practice in conjunction with this research. However, this the English teacher needed specific guidelines to assist the students and facilitate their learning of English as a social practice. The teacher stated that by developing a teaching strategy, the school could strengthen students' agency, giving them a voice and choice in how they learn, to meet their needs, interests, and expectations (Wenger, 1998). The teacher commented that: "The students have different characteristics. Some students do not want to talk, and some of them talk too much. A good strategy will help; it will help to motivate all students to speak English well" (Interview extract 4.1).

Based on the evaluation of the preliminary observations using reflection criteria adapted from Loudon and Rohl (2003) and Lejk and Wyvill (2002) (see Chapter 3), this study found that the English teacher recognised the need for developing the students' interactive communication skills. In response to this, the teacher expected that the design of group work as

a new strategy to facilitate students' listening, speaking, and thinking in English as a foreign language (EFL) lessons would be the model for continued professional development.

### **4.3. The goal of teaching English for interactive communication skills**

Teachers are the primary source of information for students when they learn English as a foreign language (Harmer, 2001). One of the goals of teaching English in the Indonesian national curriculum is the development of communicative competence (Zein et al., 2020). However, during the preliminary phase observations, the students' communication and participation required attention. There was a lack of verbal interaction between the students and their friends in the language classrooms.

According to Brown (2001), interaction and communication in any classroom are the core of language learning. The present study is in agreement with Brown's (2001) view, and has used it to address the first research question. It is important for students to communicate effectively with their peers because such participation provides them with peer feedback and improves critical thinking skills (Sundari et al., 2017; Nisa, 2014).

The teacher mentioned her teaching goals as follows: "My goals in teaching English speaking are to make the students understand the English words and sentences. So, the students can use English for communication. And later, the students can share their ideas, opinions, and experiences" (Interview extract 4.2).

In the interview the teacher commented that her goal in teaching English was to prepare the students to have a basic understanding of English words and sentences, in order for them to use the language for interaction. However, Brown (2001) argues that goals in teaching speaking are not sufficient in the context of understanding the utterances, because the purpose of learning language from the social context is not merely focused on the ability to understand what the speaker said, but also to help students develop effective communication. In line with Brown

(2001), Harmer (2001) claims that teaching English not only conveys words to be understood by students but also keeps them motivated to speak.

Furthermore, encouraging and motivating students to speak are crucial in language classrooms (Thornbury, 2005). Encouraging students means that activities should be student centred, to capture the students' attention. While building students' motivation relies on knowing what is to be achieved by the students, based on their needs and speaking goals. According to Khameis (2006), in the teaching-learning process, teachers have an obligation to design strategies to improve students' competencies in English. Accordingly, this research was concerned with encouraging students to improve their interactive communication skills in class (Richards & Rodgers, 2014).

#### **4.4. Classroom verbal interaction patterns**

Studying classroom interaction is essential to examine teacher-student participation in communication (Al-Garawi, 2005). This study analysed video recordings to examine the interaction patterns in EFL classrooms. During the preliminary phase, the fieldwork provided valuable information to reveal the problems faced by the teacher participant and students, and hence the issues in classroom participation could be addressed by analysing the teacher-student interaction.

Classroom interaction in the early years of the learning process can be foundational for students' language development (Nisa, 2014). El-Hanafi (2013) divides classroom interaction patterns into four types: T-SS (teacher-students), T-S (teacher-student), SS-SS (students-students), and S-S (student-student). In the current study, it was found that the two types of teacher-students (T-SS) and teacher-student (T-S) interaction were the dominant patterns in the classroom. The response from students and feedback from the teacher on a single topic indicates this pattern (Lindgren & Suter, 1967), as exemplified in the dialogue below.



Conversational extract 4.1. (Lesson 3, Year 4).

1. T : We have heard Sigit's hobby. So, Ayu, what is Sigit's hobby?

2. Ayu : Playing football.

3. T : Like in the example.

*Sigit's hobby is football.*

4. Ayu : Sigit's hobby is football.

5. T : Why do you like football, Sigit?

6. Sigit: I like it.

*Kayak Christiano Ronaldo, keren.*

*Like Christiano Ronaldo, he is cool.*

7. T : *Jadi*, 'play football' *apa*, Attar?

*So*, what does play football mean, Attar?

8. Attar: *Main bola.*

The conversational extracts in this chapter and the following chapters include samples of Indonesian script, indicated in italics. Where this occurs, the English translation follows in regular font. Based on the transcript above, the participants did not demonstrate multi-interactive interaction (Lindgren & Suter, 1967) in the classrooms. In conversational extract 4.1 the teacher initiated the interaction with all students in class by providing questions or statements and pointing to particular students to answer her questions (lines 1, 5, 7). However, most questions were answered or commented on by a single student, and the interaction did not continue. As a consequence, the students did not fully participate in the topic being discussed in the classroom.

In general, based on her knowledge, the teacher provided reinforcement to ignite the students' curiosity. She asked questions related to the students' daily life activities, such as "Why do you like football?" (line 5). By doing this, the teacher gave the students a chance to

speak, and respond to the teacher's questions (line 6). However, there should have been follow up interaction from the teacher or students relating to the questions, for instance, by giving other students the opportunity to respond to their friends' statements.

The transcripts of the video-recorded observations were analysed using FIAC. In FIAC codes, the entire classroom interaction is put into three main sections: teacher talk, student talk, and silence. Firstly, teacher talk consists of seven categories: accepting feelings, praising or encouraging, accepting ideas, asking questions, lecturing or explaining, giving directions, and criticising or justifying authority. Secondly, student talk consists of two categories: responding and initiating. The last category is silence. This study found that most of the time it was the teacher who initiated the conversations in the classrooms. The extent to which her initiation encouraged the students to speak varied.

In this study, the teacher accepted the students' feelings when they were confused with the English topic. Accepting feelings refers to one of the FIAC codes (Flanders, 1964). For example, the transcript of conversational extract 4.2, recorded in the Year 5 classroom during the fourth lesson (on describing animals). The teacher showed a picture of animals and asked individual students to spell the name of each animal. When the students did not comprehend the topic, the teacher encouraged them to learn together (line 5). The student seemed confused, and the teacher accepted his feelings (line 4).

Conversational extract 4.2. (Lesson 4, Year 5).

1. T : *Ada yang susah?*

Is it difficult?

2. Ss : Ya (nodding/moving head).

3. Yugi : *Gak ngerti Ms., Lieur.*

I do not understand Ms., I am confused

4. T : I understand some of you a little bit confused, right? (**Accepting feeling/FIAC coding**)

5. T : Let's learn together.

In another lesson, (conversational extract 4.3 below) the teacher checked the students' comprehension by testing whether they paid attention to their friends' statement (line 1). The teacher asked the questions and praised one of the students because he could answer the question (line 5).

Conversational extract 4.3. (Lesson 1, Year 4).

1. T : How many brothers and sisters does Sigit have? Yugi, did you listen to Sigit?

2. Yugi: *Aku tau. Brother dua sister nya satu.*

I know. Two brothers and one sister.

3. T : *Bener ga, Sigit?*

Is it correct, Sigit?

4. Sigit: Correct (and nodded his head).

5. T : Good, give applause for Yugi because he can answer correctly. (**Praising/FIAC coding**)

The transcript of conversational extract 4.4 below showed that when a student requested to write "eleven" with numbers, because he did not want to spell the word, and another student wanted to write eleven with numbers and words, the teacher replied to them and accepted their ideas (line 5). In this lesson, the teacher let the students write as they wished.

Conversational extract 4.4. (Lesson 1, Year 4).

1. S1 : Ms., how to write eleven?

2. T : E l e v e n (spelling the letters).

3. S2 : Can I use number? I will write eleven with number

4. S3 : Can I use both? number and word.

5. T : Ok, you can. (**Accepting idea/FIAC coding**)

Moreover, in conversational extract 4.5 she criticised the student (line 6) and tried to mediate a debate between the students who had different opinions. This situation happened when two students argued about the letters 'i' and 'e' because the pronunciation of these two letters is different in the Indonesian language.

Conversational extract 4.5. (Lesson 4, Year 4).

1. T : Magfira, write and spell crocodile.

2. Magfira : C r o c o d i l e (read and spell).

3. Sigit : *Salah spelling nya.*

The spelling was wrong.

4. Magfira : I was correct.

5. Sigit : No, the sound is 'i'.

6. T : Why you said so?

*Bener ko, kamu harus nya baca 'i' untuk huruf 'e'.*

It is correct, you have to say 'i' for 'e'. (**Criticising/FIAC coding**)

Additionally, in extract 4.6 below, the teacher's talk included explaining the materials and giving directions to the students (lines 1 and 2). The students listened to the teacher's explanation.

Conversational extract 4.6. (Lesson 1, Year 5).

1. T : Present tense is an action that is happening now. The example of simple present tense is Choky eats, or I eat. (**Explaining/FIAC coding**)

2. T : Now, write down on your own paper. And I will call you one by one to come forward to read your answers. So, you must listen to your friends' answers and pay attention

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carefully. And then the person whose name is called, please come forward and write the sentence on the whiteboard. (**Giving direction/FIAC coding**)

3. Ss : Ok

In each lesson, the teacher asked questions to the students to encourage them to speak. Asking questions led the students to be active in class because they could respond to the teacher's questions. In extract 4.7 below, most of the examples of student talk were responses to the teacher's questions (lines 2, 3, 4, 7, 8, and 9). Conversational extract 4.7 includes teacher's questions and students' responses.

Conversational extract 4.7. (Lesson 1, Year 4).

1. Teacher (T) :What is your favourite food? (**Asking question/FIAC coding**)
2. Student 1 (S1) : Bread.
3. Another student (S2) : Chicken.
4. Another student (S3) : Vegetables.
5. T : Ok, now let us continue.
6. T : Do you have a hobby? What is your hobby?
7. S4 : Football.
8. S5 : Swimming.
9. S6 :He's hobby is sleeping. (**Responding/FIAC coding**)

Further examples of student talk appear in conversational extracts 4.8 (line 1) and 4.9 (line 1) although instances such as these examples did not frequently occur.

In Lesson 1, Year 5 (extract 4.8), one student initiated interaction with the teacher by raising his hand.

Conversational extract 4.8. (Lesson 1, Year 4).

1. S1 : *Aku boleh Ms.? Aku mau coba.*

May I try Ms.? I want to try. **(Initiating/FIAC coding)**

Then the student came forward to try to write the English sentence on the whiteboard.

Another student initiated interaction in Lesson 2, Year 4.

Conversational extract 4.9. (Lesson 4, Year 4).

1. S1 : *Kalo bikin sendiri alasannya boleh? Alasan nya aku bikin sendiri, pake kata2 bahasa Inggris sendiri.*

Is it alright if I use my own reason? I have my own reason. I want to use my English words.

Another FIAC code is silence (Flanders, 1964). In the current study, silence happened when the teacher wrote the materials, and the students did not answer or respond to the teacher's questions, as shown in lines 5 and 14 of conversational extract 4.10 below.

Conversational extract 4.10. (Lesson 3, Year 5)

1. T : Now, we are going to learn about a dream house.

2. T : Repeat please! About what?

3. Students (Ss): Dream house

4. T : *Ada yg tahu artinya? Apa itu dream house.*

What does that mean? What does dream house mean?

5. Ss : Silent (did not answer the question).

6. T : *Ada yang tahu?*

Does anyone know?

7. S1 : *Mimpi rumah.*

Dreaming house

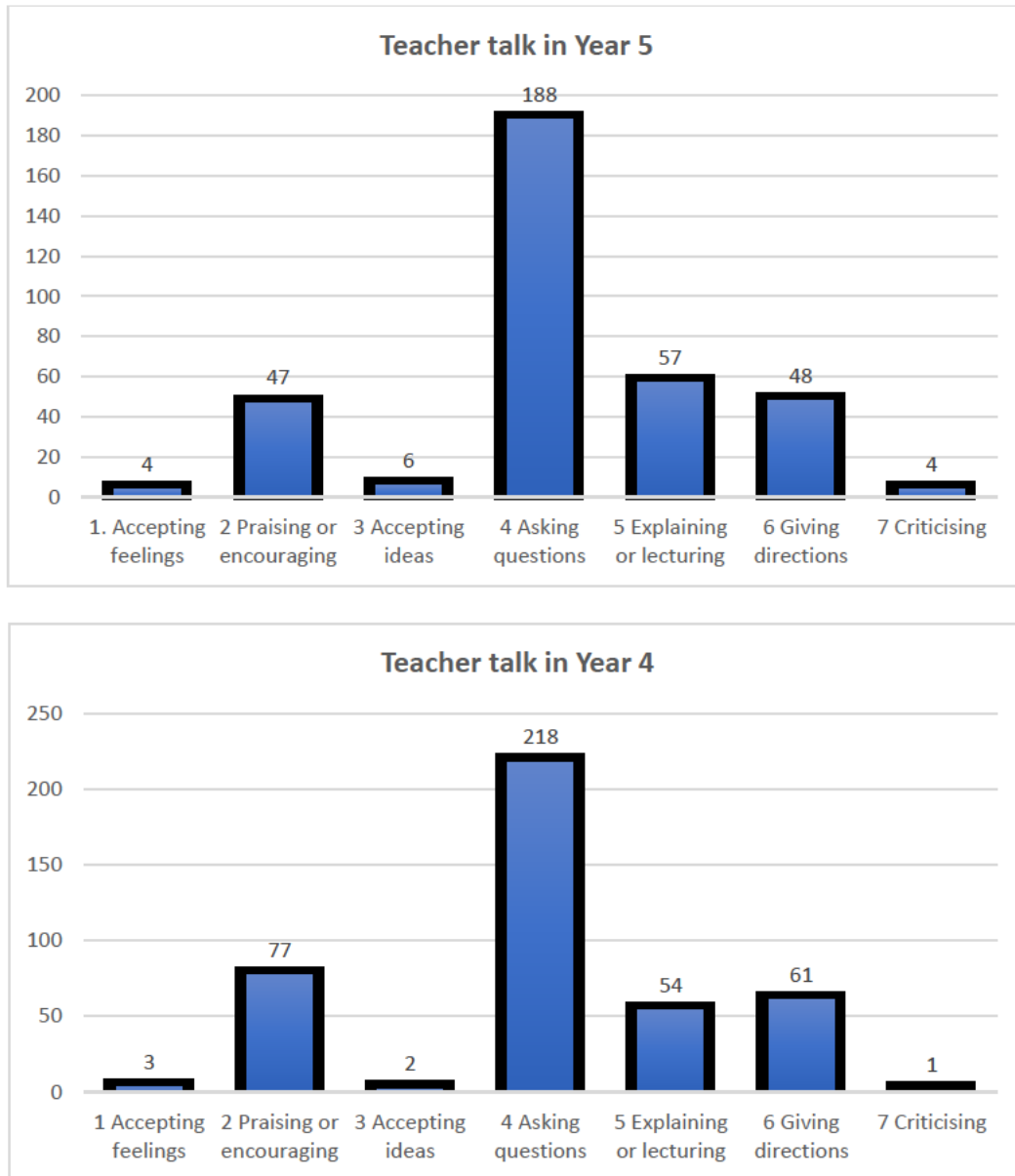
8. T : *It is rumah impian* (corrected the student's answer)

9. T : What is usually inside the house?

10. S1 : Bedroom.  
11. S2 : Kitchen.  
12. S3 : Bathroom.  
13. T : Do you have a dream house?  
14. Ss : Hmmm. **(Silent)**  
15. T : Ok, let us continue.

Evident in extract 4.10 above, the teacher tried to encourage the students to speak in class; she followed her lesson plans and the students followed her instructions by responding to her requests. Students repeated the teacher's words well or poorly; they gave answers correctly or made mistakes. Moreover, the students did the exercises and talked when the teacher asked them to. However, the teacher seemed to forget to respond to the students' reactions (line 15). She did not respond to the students' silence (line 14) by checking whether they understood or were confused by her question.

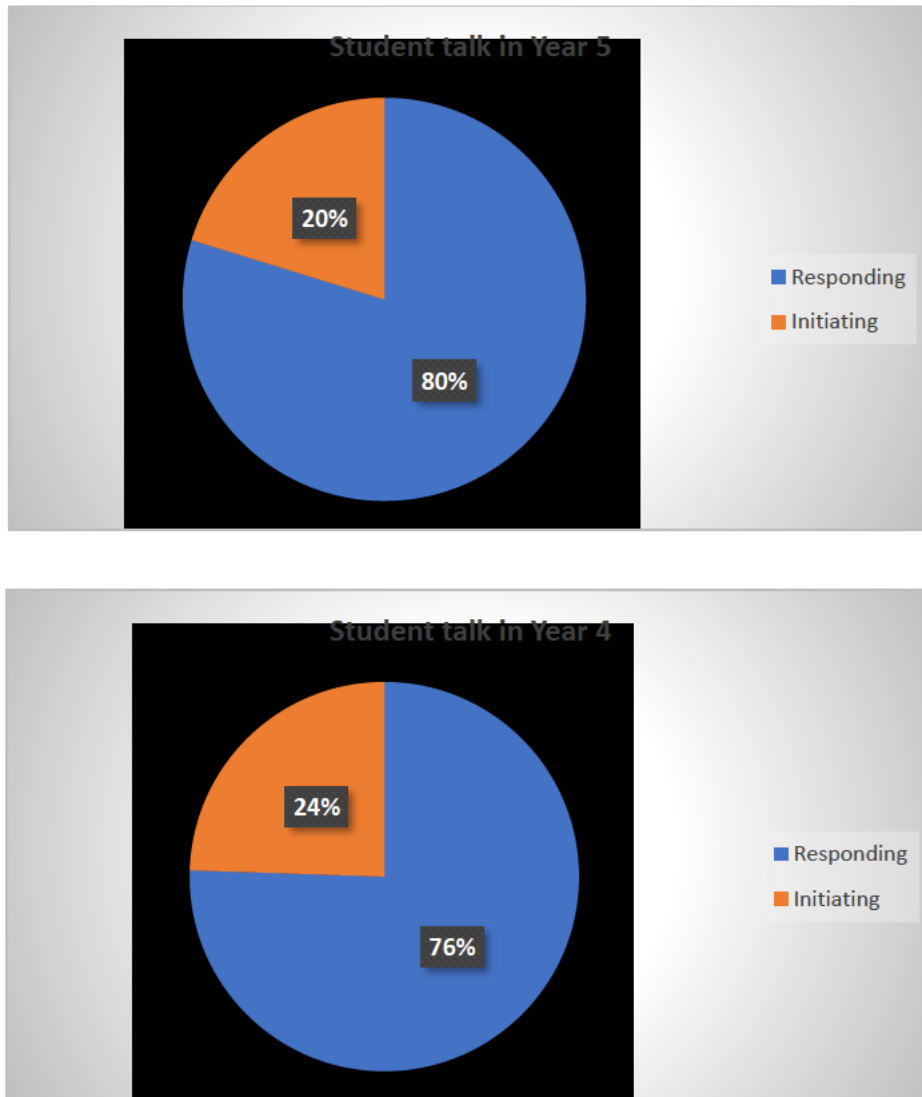
Based on the analysis of the video observation transcripts using FIAC codes (Flanders, 1964), the teacher-student participation in this preliminary phase could be described as occurring in a one-way direction (Lindgren & Suter, 1967) or as monologic teaching (Skidmore, 2000). On one hand, the teacher took too much time talking. On the other, the students spoke when the teacher asked them to talk. This study found that it was mostly the teacher who asked questions to encourage students to speak, as Figure 4.1 illustrates below.



**Figure 4.1. Teacher talk during EFL lessons in Year 5 and Year 4**

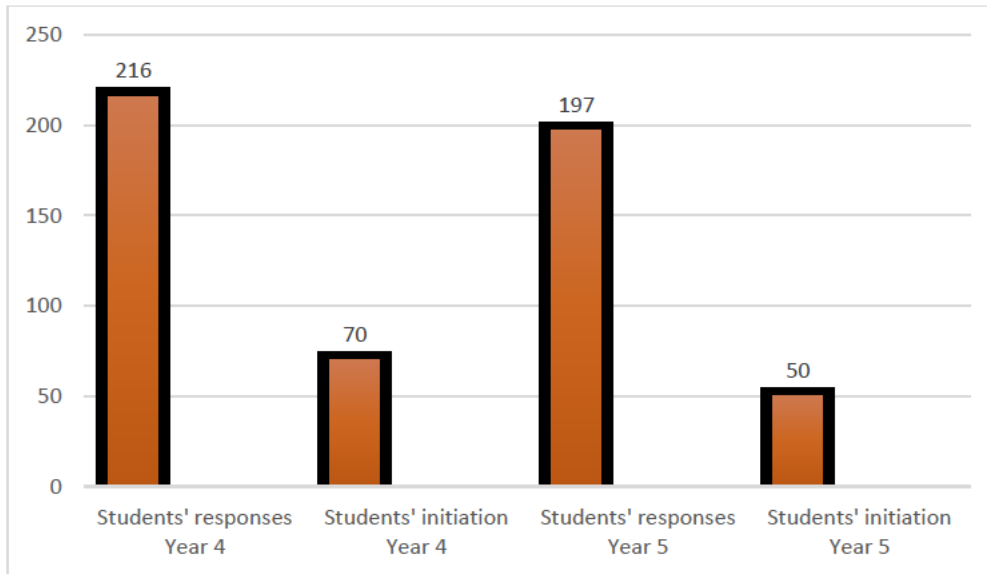
Moreover, from the total conversations observed during the preliminary phase (Lessons 1-4), the ratio of self-initiated student talk to student responses to the teacher's prompts indicates that answering teacher questions dominated student utterances, as can be seen in Figure 4.2 below.





**Figure 4.2. Student talk during EFL lessons in Year 5 and year 4**

In comparison, based on the analysis of video transcripts (from lesson 1–4) using FIAC, the students in Year 4 spoke English more than Year 5. From the total interactions, Year 4 students responded to the teacher’s questions 216 times, and initiated speech 70 times, as can be seen in Figure 4.3 below.

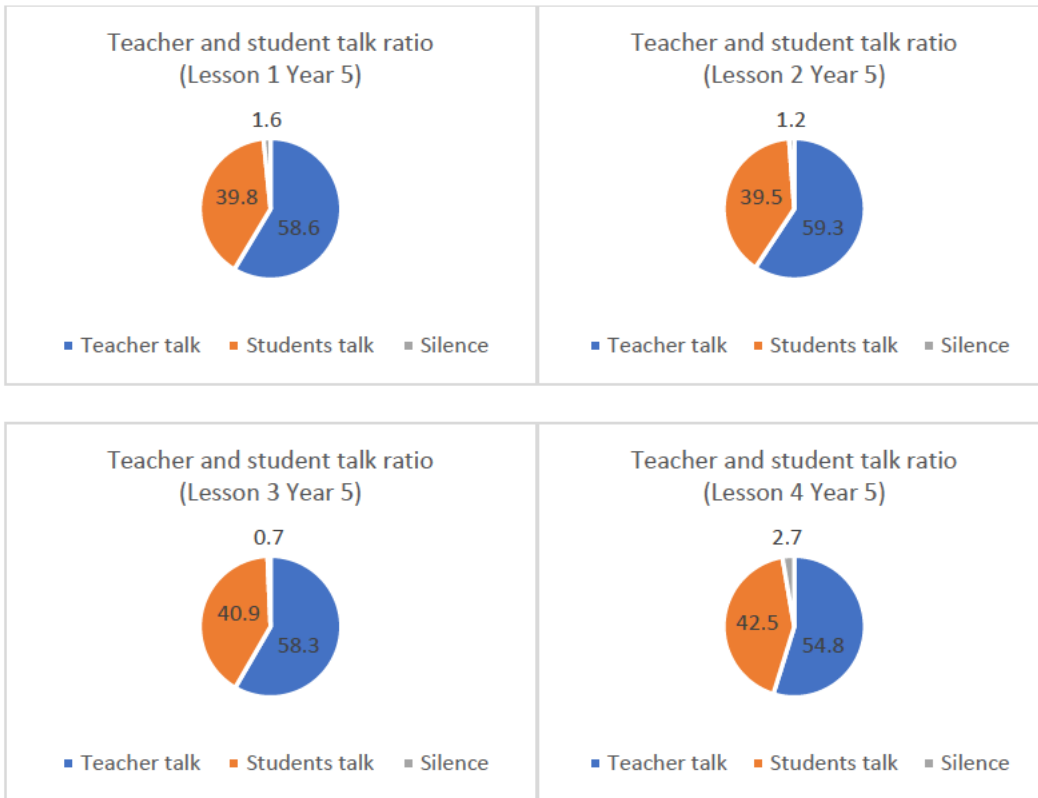


**Figure 4.3. Students' verbal interaction during EFL lessons**

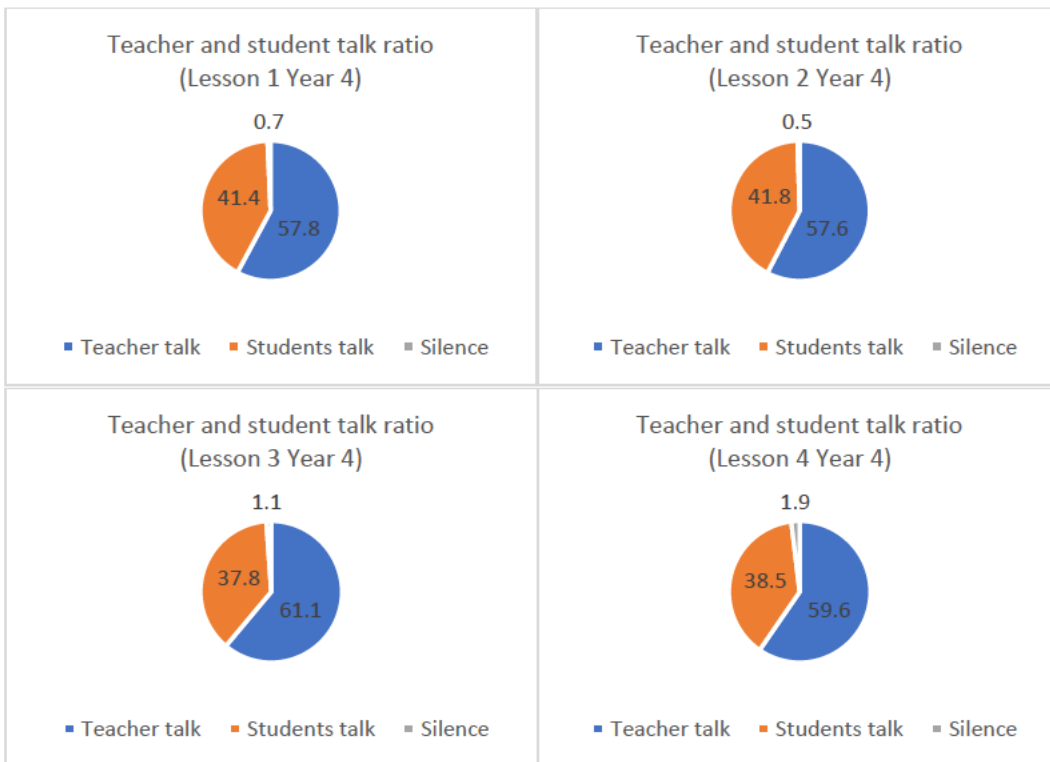
With respect to the teacher, the preliminary phase of this study was an attempt to see the interaction between the teacher and the students, and the students with their friends in the primary classroom context, and to discover the patterns applied by the teacher.

The following pie charts describe the classroom interaction in Year 4 and Year 5, and show a dominance of teacher talk. The situation revealed evidence of one-way and two-ways interaction, involving the teacher and all students (T-SS), and the teacher with an individual student (T-S). These patterns exemplify traditional teaching practices or teacher-centred classrooms (Nasrulloh, 2013). See Figures 4.4 below and 4.5 on the following page.

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**Figure 4.4. Teacher and student talk in Year 5**



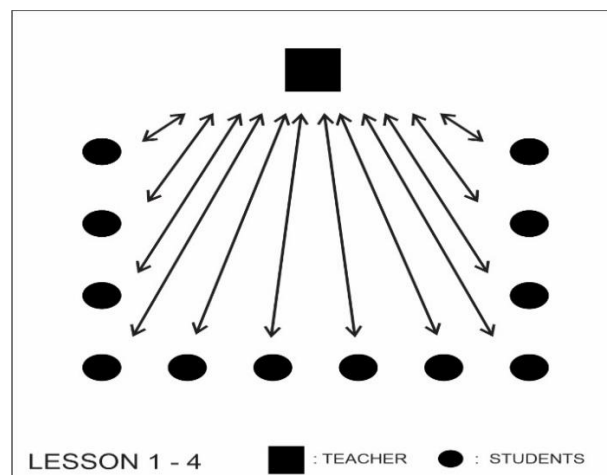
**Figure 4.5. Teacher and student talk in Year 4**

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In this study, the FIAC codes were used to calculate and measure the teacher and student talk ratio in class. The pie charts above illustrated that, during the EFL lessons in the preliminary phase, student talk was below 50%. The teacher controlled classroom interactions and led the students to have a good understanding of English activities. Additionally, the teacher commented in the interview:

The students have different characteristics, such as fast learners, slow learners, and even the problematic students who always make noise at class and do not want to pay attention. So, as a teacher, I need to choose the most appropriate strategy and method for teaching English for their age. I asked them questions to get their attention, to make them speak. (Interview extract 4.3)

Based on the interview and classroom observations in the preliminary phase, there were two patterns of interaction found in this study, teacher-whole class (T-SS) and teacher-individual student (T-S). The current research discovered that in each lesson, the teacher was instead of proposed to be the centre of the class. The figure below illustrates the interaction in the two-way process between the teacher and the students (T-SS) in the learning process.

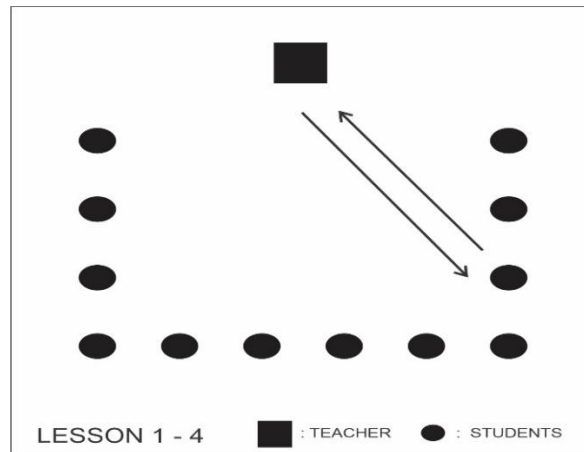




**Figure 4.6. Teacher-whole class as a type of interaction pattern in the EFL classroom**

Figure 4.6 above reveals that the teacher-students (T-SS) pattern emerged in EFL lessons. Informal observations of the physical aspects, as shown in the figure above, can indeed complement the FIAC coding. This study found that the teacher initiated her conversations by asking questions to all students in the class. When no one answered her questions, she asked or pointed to a proficient student to speak. The teacher believed that the excellent student would be a good model for others, as she mentioned in the interview: “Students can help each other. High achievers can be the model for others” (The teacher’s interview 4.4).

Rido and Sari (2018) reported in their research that teachers point to a specific proficient student to encourage and motivate the less proficient students. Moreover in this study, the teacher asked specific students one at a time, to give equal opportunity for every student to participate in the English classroom. Thus, the second pattern of interaction initiated by the teacher was directed to a specific student (T-S), as illustrated in the figure below.



**Figure 4.7. Teacher-individual student as a type of interaction pattern in the EFL classroom**

As shown in Figure 4.7, the teacher modified her actions, by asking a specific student to be actively involved her in class. Based on the observations and interview, to encourage the students to speak, she called individual students' names and instructed them to speak out. Furthermore, in front of the class in the conventional standing position, the teacher deliberately chose one student to answer the questions. The teacher walked around the class and conversed with particular students individually. The teacher talked to individuals; she gave feedback to one student by saying: "Ya, ok, it's alright, I see, that's ok". Then the teacher approached the students' chairs one by one, monitoring their activities, giving explanations, and responding to

particular students' questions. Furthermore, she stated in the interview: "I point out the students one by one randomly. But, call the student's name, like the excellent student, it could be a good way to motivate other students to speak" (Interview extract 4.4).

In particular, teachers have significant roles in managing classroom interaction based on "who communicates with whom" (Dagarin, 2004, p. 129). However, interaction is dual communication (acting upon each other), an act between two people or more that may have implications amongst them (Ribas, 2010). Moreover, classroom interaction is more than action followed by a reaction. There should be a consistent pattern of mutual influence and adjustment involving all participants (Ribas, 2010; Kalantari, 2009), because the involvement of students with their peers in class can develop their language and thinking skills (Dawes, 2008). The detail of the teaching-learning activities and the strategies currently used by the teacher are presented in the next section.

#### **4.5. Teaching-learning activities**

This section describes the teaching-learning activities in the English lessons. As the teaching-learning process in the preliminary phase was conducted by the teacher for 45 minutes per lesson, the teacher moved from one lesson to another without having a break. In each lesson she explained the material from the handout for about 10 minutes. Then, for 10 minutes she asked the students to pronounce the English words, and she corrected their errors by checking their vocabulary. The students used the remaining 20 minutes to work on the exercise questions and the last five minutes were used to review the materials.

In general, the classroom observations in this study showed that the teacher applied similar question-answering strategies in every lesson. She used comprehension questions as a trigger. Specifically, the teacher asked questions to explore the students' comprehension of English and elicit their responses. Moreover, she requested them to do written exercises on a

handout and to practise English orally in front of the class. Finally, she pointed to one of the students randomly to read their work. She also checked the students' comprehension by asking them to review the materials and examining whether they had understood the topic.

The following table is the summary of three phases of the question-answer technique proposed by the teacher, using open-ended questions, asking a specific student, and eliciting and vocabulary checking:

**Table 4.2. Three phases of teaching and learning activities**

Lead-in activates	Main activities	Follow-up activities
Asking questions to activate students' prior knowledge	Asking questions to help the students understand the information available in the texts	Asking questions to review the materials

During this study, it was discovered that the teacher applied teaching-learning activities which were organised in three phases: lead-in activities, main activities, and follow-up activities. As such, through these phased activities, the teacher conveyed the question-answering strategy (Raphael, 1982) to support the students' interactive communication skills and stimulate teacher-students interaction (T-SS). Below are the results of observations of classroom activities and strategies used by the teacher to facilitate the students' communication skills in English lessons.

#### **4.5.1. Lead-in activities in Year 5**

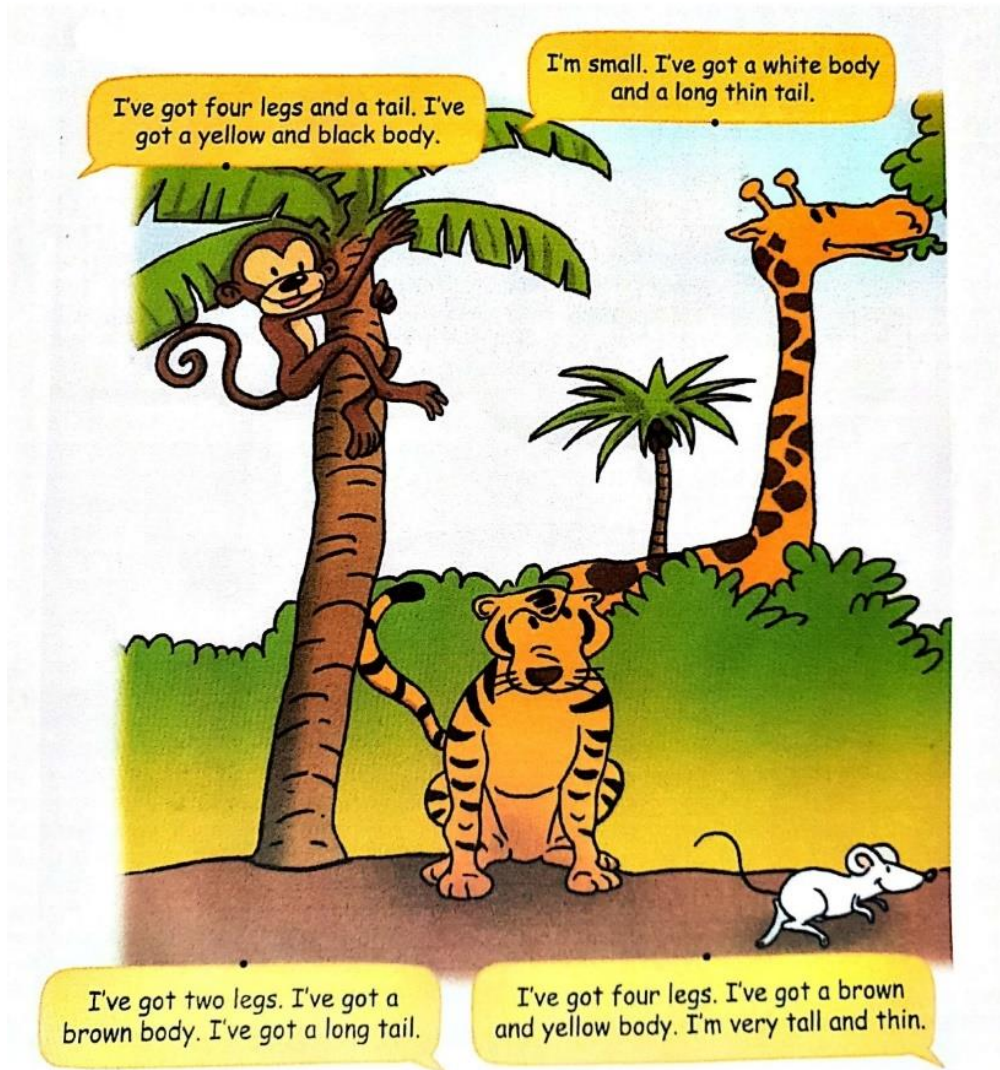
The teacher introduced brainstorming activities (Wallace, 2007) by asking questions to tap into the students' prior knowledge. She used questions related to the topic to facilitate the students' communicative skills in English. For example, the teacher said: "Please look at the picture carefully, then answer the questions". The questions were mostly taken from the text or handout used in the lesson.



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However, in the preliminary phase, the teacher neglected to establish the goal of speaking. In other words, the type of questions she asked were informative questions that did not lead the students to give a comprehensive judgment of an aspect of the topic. In the national curriculum, as mentioned previously in section 4.3, the process of teaching and learning should involve student participation (Zein et al., 2020). The teacher needed to develop questions that could lead the students to think critically, as required in the target of speaking for social context, and as argued by Brown (2001). In this case, the teacher was required to acknowledge her purpose in teaching speaking (Harmer, 2001). Below is an example of a detailed lead-in activity proposed by the classroom teacher.

The teacher distributed to the students a handout containing articles and questions. The teacher selected materials from the internet and English language books. At the beginning of the lesson, the teacher asked the students to read the title of the text, and then she asked them to answer questions. The topic in this example was “guessing animals”.



**Figure 4.8.** An example of teaching material (Source: *Move with English*, by Treloar & Thompson, 2006, p.34)

As exemplified in conversational extract 4.11 below, the teacher formulated questions and statements relating to the pictures available in the handout (line 3). The students responded (line 4) to what the teacher called leading questions (line 3) (Wallace, 2007). Then, the teacher mentioned that they were going to talk about animals, and she continued explaining the material from the handout. Furthermore, she asked the students open-ended questions (Sullivan, 2000). The open-ended questions asked by the teacher usually started with “wh” words to support the students’ learning (Wasik & Hindman, 2013). The “what” questions were much simpler, easy

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for students to answer (lines 5 and 10), and they responded with various correct answers, as exemplified below.

Conversational extract 4.11. (Lesson 2, Year 5)

1. T : Do you still remember preposition?
2. Ss : No
3. T : Ok, how about animals. Do you know what animal it is? (showing tiger picture)
4. Ss : Tiger.
5. T : What animals have four feet?
6. S1 : Dog.
7. S2 : Sheep.
8. S3 : Cow.
9. S4 : Horse.
10. T : Then, what animals have two feet?
11. S5 : Chicken.
12. S6 : Bird.
13. T : Good. You know the names of animals in English ya.

After that, the teacher asked a specific student to read the questions on the text by calling the student's name (Fisher, 2005) (line 1). Then the teacher pointed to another student to answer her friend's question (line 3).

Conversational extract 4.12. (Lesson 2, Year 5)

1. T : Atin, please read the question in the book.
2. Atin : Ok. I've got four legs. I've got brown and yellow body. I'm very tall and thin.
3. T : Nadira, what is the answer?
4. Nadira : *Jerapah*.

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In extract 4.13 below, the teacher continued eliciting and checking vocabulary (Wells, 2009) (lines 4 and 6)

Conversational extract 4.13. (Lesson 2, Year 5)

1. T : What is *jerapah* in English?
2. T : Anyone knows? Ibey, what is *jerapah*?
3. Ibey : ? (did not answer)
4. T : Repeat after me, giraffe.
5. Ss : Giraffe.
6. T : Let me check, is your writing correct? Is the answer giraffe?
7. Ss : Yes.

Conversational extracts 4.11, 4.12, and 4.13 show that teacher-initiated and teacher-directed conversation was typical in the preliminary phase of this research. The form of questions in the lead-in activities led the students to bring their knowledge to answer the questions given to them. For example, in lines 5 and 10 (extract 4.11), the teacher checked the students' prior knowledge by asking them whether they knew the names of animals in English.

However, the findings reveal that lead-in activities did not generate interaction and speaking practices for all students. Several students did not listen to the teacher's instructions carefully and could not answer the teacher's questions (line 3, extract 4.13). The students did not engage with the questions and the texts given to them. Moreover, the teacher let the activity flow, continuing on to the next exercises. While there were several students actively involved in expressing their responses during the lessons, others were letting the activities happen without their participation. Most of the time, the students whom the teacher pointed to were those who participated in class by responding to the teacher's questions or requests. As a result, there were some students who actively answered the questions, while the rest of them were only noting down the answers on their handout. This situation occurred because, in the lead-in

activities, the teacher did not provide the time for the students to think about and familiarise themselves with the text. The teacher needed to learn more about how the students think by allowing them to give reasons and extend their answers.

Encouraging all students to get involved in the classrooms was challenging. Notwithstanding, the teacher enabled the students to establish their expectations about the information they found in the task. Thus, the teacher needed to offer a preview activity to help the students recognise the information they found in the text, in order for them to understand what the topic was about, and to get maximum participation (Surong, 2006).

#### **4.5.2. Main activities in Year 5**

Main activities were those employed by the teacher in the classrooms. Main activities involved the teacher explaining: the topic from the handout which contained the English text, the guiding questions, and the pictures and related questions. Based on observations during main activities, the teacher usually posed a question, and then invited a number of students to share their answers with the class. Throughout the main activities, the teacher continued asking questions based on the topic.

Conversational extract 4.14. (Lesson 2, Year 5)

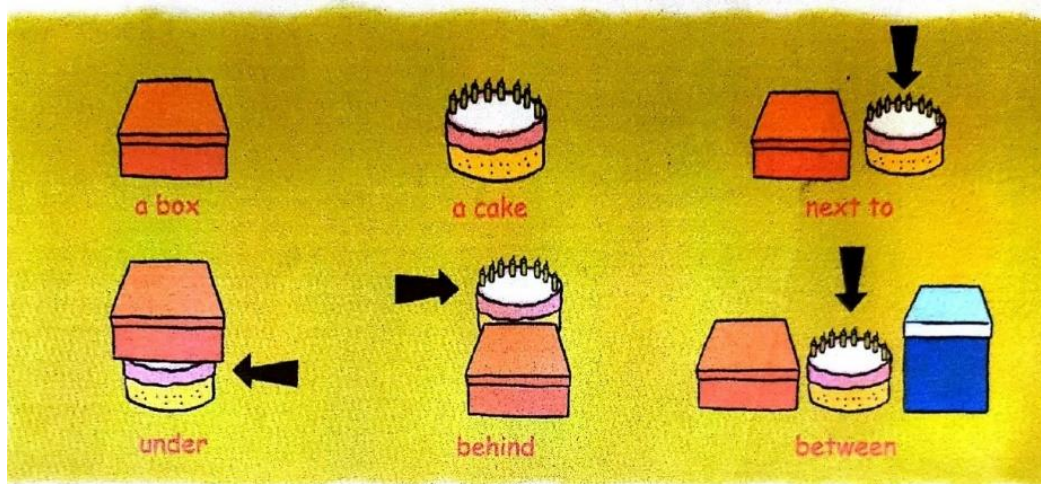
1. T : Let us continue to preposition. Where am I standing? On the chair? Next to the whiteboard? Or behind the table.
2. T : Let us take a look at the pictures. There are boxes and cakes. Then there are the arrows next to the cake.
3. T : Where is the position of the cake?
4. S1 : Between.
5. T : What else?
6. S2 : Behind the box.

7. S3 : Next to the box.

8. T : How about another picture?

9. T : Where is the position of another cake?

10. S4 : Under the box.



**Figure 4.9. An example of teaching material (Source: *Move with English*, by Treloar & Thompson, 2006, p.68)**

Then, she continued pointing to and asking students to answer the questions. She applied open-ended questions as follows.

Conversational extract 4.15. (Lesson 2, Year 5)

1. T : Why the cake is under the box, Choky?

2. Choky : *Kayaknya disumputin.*

:It is hidden, I guess.

3. T : Now, let us see another picture.

: Where is the cat, Dimas? Answer with full English sentence.

4. Dimas : The cat is behind the sofa.

5. T : Sania, where is May's birthday cake?

6. T : Atin, where is the balloon?

7. T : What is it behind the sofa, Sella?
8. T : Good.
9. T : Who wants to come forward to read the answers?
- 10.T : Putri, please read your answer!

During main activities, the teacher asked volunteer students to read their answers (line 9) or pointed to one student to orally share an answer in front of the class (line 10). However, the teaching-learning process conducted by the teacher was considered dull because the teacher often asked the students to practise speaking by reading and answering the questions that already appeared in the text. The exercise in the text mostly covered comprehension questions and vocabulary building. As a consequence, the students were passive, while the teacher played a dominant role in the class.

Furthermore, in extract 4.16 below the teacher continued eliciting and checking students' vocabulary (lines 1, 2, 6, and 13) and their English pronunciation (lines 4, 10, 15, and 18).

Conversational extract 4.16. (Lesson 2, Year 5)

1. T : I will recheck your vocabulary. What is 'di belakang' (behind) in English? What is 'di pinggir' (next to)? What is 'di depan' (in front of)? What is 'di antara' (between)? (**Vocabulary check**).
2. T : Let us continue. His eyes are green, what is the meaning of 'eyes' in Bahasa Indonesia?
3. Ss : *Mata*
4. T : Everybody says: his eyes are green.
5. Ss : His eyes are green.
6. T : What does it mean?
7. Ss : *Matanya hijau*

#### CHAPTER 4: Strategies used by the EFL teacher at the beginning of the study

8. T : Very good. Now Cinta asks Sasal, read the question from the text.
9. Cinta : I'm really big, I've got very big ears and a very long nose.
10. T : Nose.
11. Cinta : (repeats the correct pronunciation) Nose.  
What am I?
12. Sasal : Elephant.
13. T : *Apa arti pertanyaannya?*  
: What does the question mean?
14. Sasal : *Aku badannya besar, punya telinga lebar, dan....?*  
: I'm really big, I've got very big ears, and .....?
15. T : Say, long nose
16. Ss : Long nose.
17. Sasal : It's elephant.
18. T : Ok, let me check how to pronounce elephant. Say elephant.
19. Ss : Elephant.
20. T : Good

The comprehension task implemented by the teacher included explicit questions. She focused on developing the students' understanding of the topic. Indeed, the reason for the teacher asking explicit questions was to encourage the students to respond actively during the teaching-learning process. Without the teacher's intervention, the students could not participate in English lessons. Thus, it is important to note that the teacher was required to use various types of exercises. For instance, she combined the exercises sourced from the books with students' real-life experiences, to allow them to have opportunities to explore the topic and the language they used (Wallace, 2007). However, this research found that in Indonesian EFL classrooms, the teacher only focused on enabling the students to understand the content of the



topic and recognising the students' comprehension. As a result, the students responded to the questions based on the answers available in the texts.

#### 4.5.3. Follow-up activities in Year 5

Follow-up activities were the activities conducted after lead-in and main activities. In these activities the teacher reviewed the lessons. She conducted follow-up activities to evaluate the students' understanding of the topic, and measure whether or not the strategy applied in the class was effective (Sadeghi & Sharifi, 2013). The current research demonstrates that the follow-up activities applied by the teacher focused on asking the students to review the material they had learned that day. Below is an example of a follow-up activity in which the teacher checked the students' comprehension of the topic.

Conversational extract 4.17. (Lesson 2, Year 5)

1. T : *Tadi kita udah belajar tentang preposition, terus apa lagi? Apa aja tadi?*  
What have we learned today? We have learned prepositions. What else?
2. Ss : Animals.
3. T : *Ya, animals. Terus tadi ada in, on, under, behind, terus ada apa lagi*  
: Ya, animals. There are also in, on, under, behind, and then, what else?
4. Ss : Beside  
Near  
Between
5. T : Don't forget, ok?
6. S1 : *Susah Ms.*  
: It's difficult Ms.
7. T : No, it's not.
8. T : Ok, time is up, let us say *Hamdallah* (praying words) together and go home.

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As evident in extract 4.17 above, the teacher closed the lesson by asking the students to review the material (line 1). However, she did not check the students' perceptions and feelings toward the topic. She also implemented follow-up activities inconsistently in every lesson. Follow-up is an essential component to evaluate students' progress in speaking ability (Sadeghi & Sharifi, 2013). Therefore, the teacher should have seen how important it is to ask the students to reflect on the teaching-learning process, and to examine how the information fits together with the students' comprehension.

### 4.5.4. Lead-in activities in Year 4

For the lead-in activities in Year 4, the teacher applied the same questioning strategies as those in Year 5. In lead-in activities, the teacher activated students' prior knowledge to remind them of what they already knew so that they understood the topic that would be discussed (Janac, 2009). Through the activation of students' prior knowledge, the teacher encouraged the students to experiment with the language and created a supportive atmosphere that allowed them to learn English without fear of making mistakes or embarrassment (Bowman et al., 2018).

At the beginning of the lesson, the teacher activated the students' background knowledge by using teaching aids such as pictures and articles. Moreover, she prepared the students to practise speaking English. For example, one of the topics was "the family" and consisted of family lists in the text. In this activity, the teacher asked the students to answer several questions related to the topic, as outlined below.

Conversational extract 4.18. (Lesson 2, Year 4).

1. T : Before we start, I want you to answer my questions in English.
2. T : We are going to talk about family. What is family?
3. Ss : *Keluarga*
4. T : What is ibu in English?

5. Ss : Mother.
6. T : What is *ayah*?
7. Ss : Father.
8. T : What is *paman* in English?
9. Ss : Uncle.
10. T : Now, could you mention your family members at your house?
11. S1 : Sister, brother, mother, father.
12. S2 : Brother, father, mother, aunt.
13. S3 : Grandma, mother, father, sister.
14. S4 : My parents, my grandparents.

As shown in the extract above, leading questions led the students to bring their prior knowledge (line 2). The leading questions were necessary to enable the teacher to arouse the students' knowledge and experience (Closs, 2006). Furthermore, the open-ended questions (lines 4, 6, and 8) asked by the teacher encouraged the students to get involved in the learning process because the materials were supportive of the students' lives. Thus, the students could quickly answer the questions the teacher asked them. The teacher then continued asking specific students (lines 1 and 3), eliciting and checking vocabulary (line 5) by asking them to repeat the answers.

Conversational extract 4.19. (Lesson 2, Year 4).

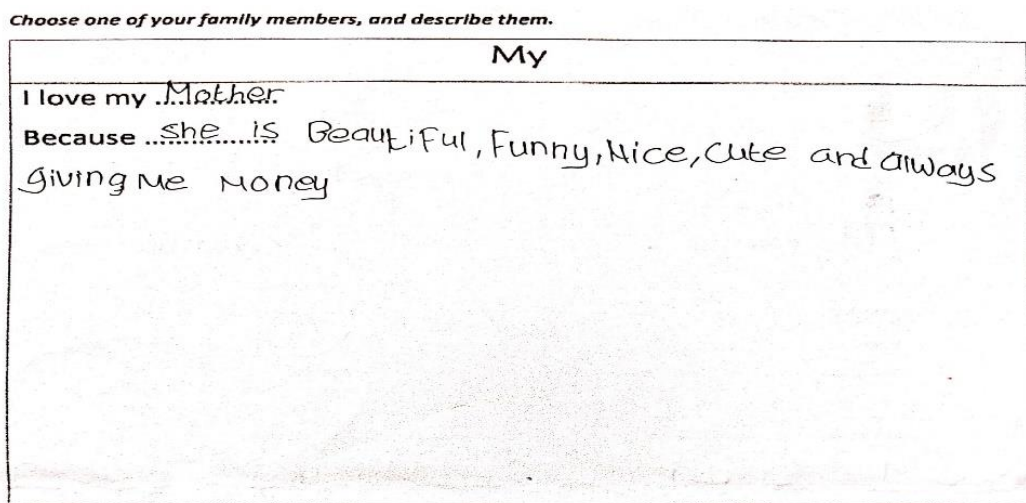
1. T : Everyone, please pay attention!  
Gayas, please tell your friends, how many brothers and sisters do you have?
2. Gayas : One brother, one sister.
3. T : Now Kamil, give me the reason why do you love your family?
4. Kamil : Yes, *karena ngasih uang*.  
: Yes, I love them because they give me money.

5. T : Repeat after me, you could say, for example, I love my parents because they give me money. (**Eliciting**).

6. Kamil : (repeating) I love my parents because they give me money.

7. T : Now, I want you to describe one of your family members.

In the extract above, the teacher built the students' background knowledge by asking them to mention words related to family members (lines 1 and 3). Further, she asked the student to draw and describe a family member and give the reason why they love their family.



**Figure 4.10. An example of a student's work (Lesson 2, Year 4)**

During lead-in activities, it was observed that the students did not have any difficulties mentioning the English words since the topic was familiar to them. Hence, the teacher applied authentic materials, which were familiar to the students, to achieve a positive response and enhance their participation in verbal communication.

#### **4.5.5. Main activities in Year 4**

Similar to Year 5, the main activities in Year 4 involved the teacher asking questions related to the topic. Moreover, she asked the students to practise speaking by following the questions in the handout. Examples of the questions are in conversational extract 4.20 below.

Conversational extract 4.20. (Lesson 3, Year 4).

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1. T : Do you have a hobby?
2. Ss : Yes.
3. T : Do you have favourite food and drink?
4. Ss : Yes.
5. T : Now, write down on your paper. And then I will ask you to come forward to read your work. I will call you one by one. For example, Nurel, what is Yugia's favourite food? So, you must listen to your friends when they tell their hobbies.
6. T : Yugi, what is your favourite food?
7. Yugi : Fried chicken.
8. T : Why do you like fried chicken?
9. Yugi : *Enak*.  
: Yummy
10. T : Nurel, so, what is Yugi's favourite food?
11. Nurel : Chicken.
12. T : Why Yugi likes fried chicken, Luna?
13. Luna : *Enak*
14. T : What is *enak*?
15. Ss : Delicious.
16. T : The next question, Revan, how old are you?
17. Revan : Ten.
18. T : So, how old is Revan now?
19. Ss : Ten.

After that, the teacher asked the students to listen to their friends' statements (line 5) and practise speaking by using questions in the handout as a guide to practise dialogue. The students paid attention to the teacher's instructions and listened to their friends' comments.

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Although the students' answers were wrong, they could respond to the teacher's directions based on their knowledge (line 3), and the teacher corrected the students' errors (lines 4 and 5, extract 4.21), as shown in the example below.

Conversational extract 4.21. (Lesson 3, Year 4).

1. T : Who is wearing a uniform today?
2. T : What does uniform mean?
3. Kamil : *Kuda!* Uniform is *kuda!*  
: Horse! Uniform is a horse!
4. T : That is a unicorn, not a uniform
5. T : Uniform is *seragam* in Bahasa Indonesia.
6. Kamil : Oooohhhhh.
7. T : So, who is wearing a uniform today?
8. Ss : Arya.
9. T : Yes, you could say Arya is wearing a uniform.
10. Ss : Arya is wearing a uniform (repeated the teacher).

Further, the main activities in Year 4 showed that the teacher combined the open-ended question with eliciting and vocabulary checking, then she asked specific students to practise speaking in front of the class (line 1 extract 4.22).

Conversational extract 4.22. (Lesson 3, Year 4).

1. T : Everyone, please pay attention. Adit and Sigit will come forward to speak. Adit and Sigit, please come forward. Adit, you ask Sigit, ok?
2. Adit : What is your favourite drink?
3. Sigit: Thai tea.
4. T : Why do you like Thai tea?
5. Sigit: *Enak*.

: Delicious.

6. T : What is *enak*?

7. Sigit: Delicious.

8. Adit : What is your hobby?

9. Sigit: Football.

10. T : If you have more than one hobby, you say my hobbies are. If you only have one hobby, you say my hobby is. Now, repeat after me.

11. T : My hobby is.

12. Ss : My hobby is.

13. T : My hobbies are.

14. Ss : My hobbies are.

The findings of the observations revealed that the teacher connected the topic of the text with the students' daily lives. However, the students often relied on questions available in the text. They read the questions and practised dialogue from the text. As a consequence, it was difficult for the teacher to check the students' comprehension. In this situation, the students only spoke when the teacher asked them to. There were a number of students who were not involved in the communication; they lacked motivation to speak. Thus, it was necessary for the teacher to devise an appropriate strategy, considering the class situation and the students' individual needs, so that all students could be involved in, and practise speaking in class.

#### **4.5.6. Follow-up activities in Year 4**

In Year 4 follow-up activities, the teacher instructed the students to do homework as the last activity before she closed the English lesson. The majority of students continued the activities at home because the lesson was over, and they had not finished their tasks yet (lines 11 and 12, extract 4.23). Nonetheless, the teacher did not check the students' comprehension, or whether

they had understood the English subject or not. The follow-up activity was a necessary process to discover the students' knowledge and interests. Asking the students open-ended questions, or asking specific students to reflect on what had learned, was rarely done by the teacher in the follow-up activities.

Conversational extract 4.23. (Lesson 2, Year 4).

1. T : I will ask you now.

: *Kenapa Shelly sangat sayang sama ibunya?*

: What is the reason Shelly loving her mother?

2. Ss : Beautiful.

3. S1 : *Karena cantik.*

4. T : What is *cantik*?

5. Ss : Beautiful.

6. T : Because her mother is beautiful.

7. Ss : Because her mother is beautiful.

8. T : Good, *apalagi?*

: Good, what else?

9. T : *Karena dilahirkan oleh ibu.*

: Because her mother gave birth to her.

10. Ss : Yes.

11. T : Time is up, all of you may go home.

12. S1 : Miss, *yang belum selesai boleh di bawa pulang?*

: Ms., can I bring it home as a homework? I haven't finished yet.

13. T : Yes, of course.



In the conversational extract 4.23 above, the teacher closed the lesson without asking for the students' comprehension. Similar to the finding related to Year 5, the teacher reviewed the materials inconsistently.

#### **4.6. The teacher's strategies in teaching EFL**

This section presents a summary of the findings discussed in section 4.5. In answer to the first contributory research question related to the current strategies used by the teacher in teaching EFL, the teacher applied the question-answering strategy (Raphael, 1982) by: using open-ended questions (Cameron, 2001; Sullivan, 2000), asking specific students (Fisher, 2005; Nunan, 2010), and eliciting and vocabulary checking (Bloor, 1991; Wells, 2009) to facilitate the students' interactive communicative skills. The dynamics of EFL classrooms in the Indonesian context initially revealed conversational exchanges between the teacher as an initiator and the students as respondents.

In general, the questioning technique is the foundation of English comprehension, especially for young students who learn EFL (Li-Juan, 2001). The strategies proposed by the teacher were relevant to the theory argued by Li-Juan (2001); the teacher and students communicated through the questions that were asked by the teacher (Sundari, 2018). The present research demonstrates that the question-answering strategy (Raphael, 1982) is one of the ways to encourage students to speak. The teacher set the questions, corrections, and feedback to help the students in achieving their language competencies. According to Kalantari (2009), one of the influential strategies in creating classroom interaction and facilitating students' communication in an EFL context is by implementing the questioning technique.

The present study discovered that at the beginning of the lesson, the teaching-learning process, as a social relationship, involved the teacher greeting students, asking them simple

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questions, and brainstorming to elicit the students' responses. The teacher adapted questions to students' learning levels, as shown in the transcript below.

The teacher started the interaction in the class by greeting the students: "Hi, how are you today?" Then she checked who was absent: "Who is absent today?" Moreover, she reviewed the previous lesson by asking the questions.

Conversational extract 4.24. (Lesson 2, Year 4).

1. T : What have we learned last week? I have checked your speaking from the last meeting, and you could spell the English words. That is good.
2. T : Do you still remember present tense?

She also directed questions to specific students.

Conversational extract 4.25. (Lesson 1, Year 5).

1. T : Some of your friends have mentioned their hobbies.

(Then, the teacher came close to one of the students)

2. T : Dewi, do you have a hobby?
3. Tiara : Yes.
4. T : What is it?
5. Tiara : Reading.
6. T : Choky, do you know what your friend's hobby is?
7. Choky : No.
8. T : Cinta, your friend, Tiara, has just mentioned her hobby. What is Tiara's hobby?  
: Please answer my question.
9. Cinta : *Gak tau.*  
: I don't know.

After five minutes, the teacher asked questions related to the topic.

Conversational extract 4.26. (Lesson 2, Year 5).

1. T : Have you ever heard prepositions?
2. Ss : No.
3. T : We will learn preposition and guessing animals. I will give you two handouts; this is guessing games. You have to guess what animal it is. For example, it has two feet, it has wings, and it can fly.
4. T : Well, do you like animals?
5. Ss : Yes.

Asking questions is a useful technique to initiate students' interaction and immediate verbal communicative responses in Indonesian primary classrooms (Sundari et al., 2017). The question-answering strategies employed by the teacher were in line with her lesson plan and Denton's (2012) interpretation of theories of speaking strategies in an EFL context. Denton (2007) explains that, through the question-answering strategy, teachers can show children that they trust them to convey good ideas, think for themselves, and create a valuable contribution in class. Moreover, this strategy provides a realistic model of how an authentic dialogue occurs between teachers and students (Wells, 2009). Therefore, as talking in the classrooms was considered essential, question-answering was the strategy chosen by the teacher to help her understand the students' thoughts, and facilitate their communicative skills.

However, the process of teaching and learning EFL in Indonesian classrooms could not occur interactively. When the teacher asked questions to the students, they often responded with short answers, such as "yes" or "no", as shown in the conversational extracts 4.25 (lines 3 and 7) and 4.26 (lines 2 and 5) above. To avoid short answers and challenge the students to speak English more, the teacher could create and select various questions, such as questions inviting the students to give a reason. Furthermore, the right questions not only came from the teacher but also from the students who asked questions to the teacher and their friends (Brown, 2001).

This study revealed that the feedback from the teacher was not always available in the classrooms. Meanwhile, the students' responses were confirmed to fulfil the task given to them.

#### **4.7. The teacher's perceptions of the strategies used in teaching English**

In general, the interview data supported the observational data. In the interview, the teacher stated that the activities in English classes were organised in three phases: lead-in, main and follow-up activities. She explained that the three phases were in line with the steps in her lesson plan. Further, the principal gave freedom to the teacher to choose her methods and strategies in teaching, as long as the strategies were appropriate to the students' needs and ages.

In the process of teaching, the teacher always prepared the lesson plans and materials before she taught English in the classroom. She obtained copies of the lesson plan template from the tutorial centre office and used that format to write about the materials, media, and teaching activities that she planned to teach on that day. The existence of the lesson plan was proof that the teacher developed the teaching document. The lesson plan was used as her guidance for teaching. However, the lesson plan that the teacher created had to be reported back to the school administration due to the fact that she had never had her teaching performance evaluated. This suggested that there was a problem related to the teacher's lack of theoretical knowledge about teaching EFL (Susanti, 2009). Moreover, Wallace (2007) explains that such a situation affects the teaching-learning process, as the teacher usually has little idea about how to plan a lesson regularly and systematically. The teacher often walked around the students' chairs. When the students asked questions or did not understand the topic, the teacher checked the book to make sure that she responded according to the topic. This is evident in conversational extract 4.27 (line 2) below.

Conversational extract 4.27. (Lesson 2, Year 4)

1. Revan : *Ms., ini the diapain? Kayak gini?*

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: Ms., what should I do with this? Is it like this?

2. T : Wait! (Checking the textbook)

3. T : Does anyone know what this word is?

Arrange the word into the correct one. It is jumble words.

In the interview the teacher said that she preferred to use the questioning strategy to facilitate students' communicative skills.

I use the same strategies in every session. I am explaining the materials to all students in the class, giving directions to the students, asking them to repeat my words, and asking them to practise speaking English. I prefer to ask the students to encourage them to speak. (Interview extract 4.5)

I ask the questions to the students, and the students answer my questions. They are responding with the correct or wrong answers. Usually, I ask them one by one to speak. I also ask them to come forward to read their work loudly; they share their opinion and talk about the topic and their daily life. (Interview extract 4.6)

The teacher also mentioned that the tutorial centre equipped her with instructional media.

In teaching, I follow the lesson plan's instructions. And I support the students with multimedia and audio-video, facilitated by the tutorial centre. I also use the paper sheet, picture board games, colourful markers, cards games, and pictures for teaching. (Interview extract 4.7)

Fortunately, the English books for primary students in Indonesia already contained a listening and speaking section to support students to practise expressing their ideas based on their daily life experiences. For her teaching materials, the teacher used English books for primary school students. The titles were *Move with English* by Treloar and Thompson, *Grow*

*with English* by Mukarto, et al., and *Speed English* by Kurniawan and Anca. She also accessed materials from the internet, such as from britishcouncil.org and ruangguru.com. Below are the teacher's comments in the interview.

Most of the sources are from English books for primary school students, but sometimes I combine and use various sources. I take the sources from English books, internet, magazine, YouTube and many more. I choose the topic that was in line with the direction of the Education Ministry. I follow the teaching guidelines. (Interview extract 4.8)

The materials are from English books and the internet. So, the sources are varied. To make the students understand the materials easily, I often use the questions from books, and sometimes I create my own questions. (Interview extract 4.9)

In sociocultural theory, the powerful aspects of language are related to and formed by how people interact with each other in various communicative contexts (Thompson, 1969). A classroom context is a complex environment where the social relationship between teachers as knowers, and students as learners may influence their social interaction, due to classroom practises as a part of the process in language learning (Sundari et al., 2017). In the case of the teaching process, the question-answering strategy successfully supported the students in learning English, since the teacher played an important role in classroom interaction. However, the questions mostly came from the teacher. This situation commonly occurred in the EFL classes that were observed, where the teacher often maintained communication, playing a prominent role in managing classroom participation to stimulate students' language production (Hall & Verplaetse, 2000).

In particular, a classroom is a place where the teacher implements syllabi, methods, techniques, strategies, and materials. Furthermore, a language classroom is a place where education and interaction are united; theories and practices are combined, and social and

affective factors are affected (Gusrayani, 2015). In this study, the teacher controlled the classroom activities. She modified and simplified her utterances using a mix of languages by combining Indonesian language and English to help the students understand the language easily. The teacher took an important role as the more knowledgeable participant in classroom interaction. Her simple “yes” or “no”, and brief of evaluation of “ok” delivered as her feedback to the students meant the teacher often let the class flow without extending the questions. She did not explore the students’ ideas. As a result, the class situation seemed a little quiet since there was no interaction among the students.

The current research discovered that the lack of students’ interaction with their friends affected their English communication in class. These findings suggest that the teacher, as the central participant in the classroom, needed seminars and workshops to enhance her theoretical knowledge, especially relating to the use of peer interaction in teaching English to young learners in an EFL context.

#### **4.8. The problems encountered by the students**

From the observations conducted in both classrooms and the interview with the teacher, the findings showed that the students’ lack of participation during the teaching-learning process was an issue in this study. Concerning the students’ lack of participation in the two classes being observed, several students did not actively become involved during the English speaking lessons. Meanwhile, the other students who were actively involved dominated in talking activities (line 1, extract 4.28).

Conversational extract 4.28. (Lesson 4, Year 4)

1. Nurel : *Ms, Yugi mah ngomong terus.*

: Ms. Yugi talks a lot.

2. Yugi : *Aku mah da suka.*

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: I like talking.

3. T : *Ok, ngacung dan gantian kalo mau jawab ya.*

: Ok, raise your hand if you want to speak.

4. T : *Yang lain, jangan diam aja!*

: The others, don't be silent!

Students who did not actively participate depended highly on those who actively participated in class. As such, the students who did not participate let the other students give the answers, and let the whole process happen without their involvement in the classroom interaction. The teacher commented: "Sometimes it is hard to find a suitable strategy to motivate all the students to speak. Some students do not want to speak and let the other speak" (Interview extract 4.10). She also said: "To encourage the students to speak English is not easy. I have to push them to practise in order for the students to get used to speaking" (Interview extract 4.11).

Moreover, the students did not get used to practising. Consequently, the teacher needed to use appropriate strategies that could facilitate all students to engage in learning English interactively. One example was varying the techniques in teaching, and choosing the content of materials to link with students' daily lives by using familiar topics to build on their background knowledge.

Therefore, this study focused on finding an appropriate strategy for teaching EFL in primary classrooms: to encourage the students to participate in classroom interaction; and develop autonomous independent learners, who demonstrate an improvement in their interactive communicative skills.



#### **4.9. Initiatives to improve teaching practices should be carefully planned**

This chapter concludes by constructing a metaphor since there are no detailed curriculum guidelines for English in primary schools in Indonesia. In terms of the construction of teaching, Gusrayani (2017) states that performing scaffolding is similar to travelling. When travelling by car for example, people may prepare things to bring along, starting from food to equipment, in order to prevent them from going hungry and being troubled. People also prepare the condition of the car that they are going to use.

Using this analogy, the driver of the car is a teacher, and the passengers are students. A driver should make appropriate decisions for travelling. Otherwise, the journey will be miserable for all the passengers involved. Similarly, teaching is full of decisions, such as preparing the strategies, including methods and materials; checking initial abilities of students; structuring tasks; performing dialogue and scaffolding; and providing help as well. Without the teacher as a reliable driver, the students will be confused in their learning activities in the future (based on their actual and potential development) (Gusrayani, 2017). Scaffolding involves teaching practice that not only delivers knowledge for students to acquire so that they can be independent, but also the sequencing of actions so that students can enjoy their process of becoming empowered (Ellis, 2003; Suherdi, 2016). As such, the concept of scaffolding should be planned carefully.

The current research discovered that the students' engagement in spoken interaction needs further improvement. This study aimed to improve current teaching practices, specifically in terms of student-student (S-S) interaction. A pedagogical implication of this research is that the results indicate what to do to support national education goals, such as improving students' interactive communication skills in listening, speaking, dialogic skills, and affective experiences (Zein, 2017). Accordingly, the collaboration between the teacher and researcher

resulted in the practical teaching strategy of implementing small group-work activities in the classroom. The more specific implications will be elaborated in Chapters 5, 6, and 7.

#### **4.10. Conclusion**

This chapter presents analysis of data from the preliminary phase of the study. These data were obtained from video observations and the teacher interview to answer the first research question. The discussion outlines the strategies currently used by the teacher to facilitate the students' interactive communicative skills. The findings reveal that the teacher played an important role in managing classroom participation and stimulating the students' language production.

Overall, the question-answer technique, using open-ended questions, asking a specific student, and eliciting and vocabulary checking, were implemented by the teacher to facilitate the students' communicative skills. These kinds of question-answer strategies, and how much the teacher talked during the lessons, influenced how the students acquired and developed their language. At the same time, the students gave responses to the teacher's questions. Each student had an opportunity to speak when the teacher asked specific students to express their opinions.

In terms of the questions that the teacher employed, she asked open-ended questions, conducted vocabulary instruction through eliciting and vocabulary checks, and asked specific students to respond. The open-ended questions encouraged the students to respond to English questions based on their knowledge. Further, vocabulary instruction through the eliciting and vocabulary checks enabled the students to comprehend the entirety of the passage. The students did not have any difficulty understanding the new English words in text if the teacher mentioned the meanings of unfamiliar words. Vocabulary instruction was implemented by the teacher in order to avoid the situation in which the students spent too much time figuring out the new

words. As a result, the students could answer the questions and speak English more easily because they were supported with English vocabulary.

Moreover, the teacher pointed to, or called individual students' names to invite them to respond to questions. Nevertheless, the students answered verbally through the information required on the handout. Consequently, it was necessary for the teacher to develop the questions focusing on comprehending the topic, as they were not available in the text. She also needed to develop questions that covered the explicit and implicit aspects of the topic. Leading the students to develop their critical responses was needed to help them speak English (Wallace, 2007).

In the teaching-learning process, specifically the lead-in activities, the teacher activated students' prior knowledge by reminding them of what they already knew so they could understand the topic. In the implementation of main activities, the teacher asked comprehension questions to the students, so that they could correctly answer the questions related to the topics. At the end of each lesson, follow-up activities were conducted. Observational data showed that before the teacher closed the teaching activities, she asked the students to review the topics orally. However, review questions were asked only intermittently in both classrooms.

The language used by the teacher influenced the way the students' spoke in class, due to the classroom interactions following the teacher's agenda (Walsh, 2012). In Indonesian culture, the students who were active in the classroom were selected by the teacher, who gave them a chance to talk through questions or instructions. Thus, asking questions became the main concern of the teacher in the present study. However, the area of students' interactive communication skills needs further improvement. Indeed, the question-answering strategy may have potential value, but it is also rather limited, especially from a sociocultural perspective, which regards peers and social interactions as fundamental for children's cognitive development.

Additionally, in relation to classroom interaction, this study found that there were two interaction patterns initiated by the teacher. First, teacher–all students (T-SS) was the typical pattern since the teacher was prominent in the classroom activities. The second pattern was teacher–individual student (T-S) and involved asking a specific student to speak in class. Nonetheless, students’ interactions with their friends were relatively less apparent. Therefore, this study recommends that a teaching strategy that encourages students to speak and interact with each other is needed to build a balanced relationship between the teacher and the students, as well as the students and their peers (Thompson, 2009).

Wajnryb (1991) describes the student-student (S-S) pattern through an interactional activity that intends to make students take part in speaking. Moreover, S-S interaction can increase students’ self-reliance, confidence, and participation in communication. The S-S pattern commonly occurs in the form of group work, including group discussions, group projects, and role-play (El-Hanafi, 2013). However, here the S-S mode was more challenging, specifically for primary students practising the target language (English). It is thus important to note that to create student-student (S-S) interaction in the classrooms, the teacher needed to allow the students to react through feedback on other students’ responses.

This chapter is framed by theories and concluded in a bounded context to answer the first research question. Informed by and expanding on the findings discussed in this chapter, the next chapters present analysis of data and findings to answer the second research question and discuss the results of the implementation and reflection phases. Specifically, the following chapters present analysis of research data and findings relating to the scaffolding of group work to improve current EFL practices to engage students in spoken interaction in Indonesian primary classrooms.

## **CHAPTER 5**

### **Group work that facilitates students' speaking and listening skills**

#### **5.1 Introduction**

This chapter presents results of data analysis to answer the second research question: How does scaffolded group work improve current EFL practices of engaging students in spoken interaction? The data discussed in this chapter were examined throughout the implementation and reflection phases (second and the third phases) of the research. Specifically, this chapter discusses findings related to the first sub-question: How does group work facilitate students' speaking and listening skills? During the implementation phase data were collected from 20 video observations (10 videos of each class), the teacher's written reflections from three selected lessons (lesson 5, lesson 10, and lesson 14 in each class), and the audio recordings of the group talk for two groups during group-work activities (one group per class, comprising eight students altogether). Furthermore, during the reflection phase data were obtained from the teacher interview and the students' verbal reflections after the observation sessions were over. The discussion of data analysis relating to the first sub-question offers evidence of and insights into the extent to which group work improved students' listening and speaking skills in the Indonesian primary classroom context researched in this study. Related to this, the chapter discusses a shift from teacher-centred teaching to student-centred learning in order to provide contingent support, which prepared the students to be independent learners, and changed the focus of responsibility for instruction from the teacher to students.

## 5.2 The implementation and reflection phase schedules

In the implementation phase, the teacher targeted the upper end of the zone of proximal development with students accomplishing tasks with assistance/support (Wood, 2010). In particular, she involved the students in collaborative work with peers. The teacher acted as a facilitator to make the group learning processes easier (Hammond & Gibbins, 2005). The implementation phase started on 4 February and continued to 5 April 2019. On the next page is a description of the observation schedule, which was based on the teaching schedule.

**Table 5.1. Observation schedule during the implementation phase**

Name/ Items	Year 5	Year 4
5 <sup>th</sup> lesson	Time: 4 February 2019 Theme: What do you do? (Present tense) Duration: 45 minutes	Time: 7 February 2019 Theme: Guessing games Duration: 45 minutes
6 <sup>th</sup> lesson	Time: 5 February 2019 Theme: Jumbled words Duration: 45 minutes	Time: 8 February 2019 Theme: Competition Duration: 45 minutes
7 <sup>th</sup> lesson	Time: 11 February 2019 Theme: Guessing games Duration: 45 minutes	Time: 14 February 2019 Theme: Animals Duration: 45 minutes
8 <sup>th</sup> lesson	Time: 12 February 2019 Theme: Good dinosaur Duration: 45 minutes	Time: 15 February 2019 Theme: Snakes and ladders Duration: 45 minutes
9 <sup>th</sup> lesson	Time: 18 February 2019 Theme: True or false Duration: 45 minutes	Time: 21 January 2019 Theme: Asking for and giving directions Duration: 45 minutes
10 <sup>th</sup> lesson	Time: 19 February 2019 Theme: What do you like best Duration: 45 minutes	Time: 22 February 2019 Theme: Daily activities Duration: 45 minutes
11 <sup>th</sup> lesson	Time: 25 February 2019 Theme: What if Duration: 45 minutes	Time: 28 February 2019 Theme: Public places Duration: 45 minutes
12 <sup>th</sup> lesson	Time: 26 February 2019 Theme: My activity Duration: 45 minutes	Time: 1 March 2019 Theme: Describing animals Duration: 45 minutes

<b>Name/ Items</b>	<b>Year 5</b>	<b>Year 4</b>
13 <sup>th</sup> lesson	Time: 4 March 2019 Theme: Occupations Duration: 45 minutes	Time: 7 March 2019 Theme: Occupations Duration: 45 minutes
14 <sup>th</sup> lesson	Time: 5 March 2019 Theme: Public places Duration: 45 minutes	Time: 8 March 2019 Theme: Fruit Duration: 45 minutes

**Table 5.2. Reflection phase timeline**

<b>Name/ Items</b>	<b>Time</b>	<b>Participants</b>
Year 4	1 April 2019	Three groups (each group consisted of four students). Total 12 students
Year 5	2 April 2019	Five groups (each group consisted of four students). Total 20 students
Teacher interview	5 April 2019	One EFL teacher

### **5.3 Group work that facilitates students' speaking and listening skills**

The analysis of initial data during the preliminary phase revealed a lack of student-to-student verbal interaction during EFL lessons. To facilitate this research, the researcher and the teacher collaborated to develop students' interactive communication skills in English (Widodo, 2015). However, the change in English instruction, from conventional teaching to the use of group-work activities, required a negotiation process in the Indonesian EFL primary classroom context. Accordingly, the collaboration between the participating teacher and the researcher required sustained dialogue and engagement, in which the teacher was actively involved in the design and implementation of scaffolded group work to improve the quality of students' learning experiences and their verbal interaction. The researcher and the teacher co-planned the phased introduction of group activities after jointly reviewing the preliminary phase data set

(video recordings), in order to initiate a purposeful change in EFL practices in the researched classroom contexts. Moreover, in the phased introduction of group-work activities the researcher and teacher focused on supporting students' language and thinking. The design and phased introduction of group-work activities in this study was viewed as a negotiated innovation to refine current EFL practices and develop student engagement in spoken interactions.

During the teacher's interview before implementing group work, she outlined her aims in teaching EFL as: to enable the students to develop confidence in their practice of English; to give students a chance to work independently; to use the language for real communication, and; to develop social skills of interaction and turn taking.

In group work, the students can learn to interact with their friends; they can help each other by sharing opinions. I want them to be independent learners and confident in speaking. It is good if they can interact with their friends in class (Interview extract 5.1).

### **5.3.1 The Implementation phase data**

The goals of the implementation phase were to introduce group work to EFL primary students in the researched classroom context, and to use peer-supported learning to improve students' listening and speaking skills. The data analysed in this study were collected from lessons 5 to 14, 10 lessons in each of two classrooms (Year 4 and Year 5). The details of the scaffolding of group work that the teacher implemented to facilitate the students' listening and speaking are explained in the following sections.

#### ***5.3.1.1. Teacher scaffolding to facilitate students' listening and speaking skills***

At the beginning of the implementation of group-work activities, the students still needed the teacher's guidance. The group-work process was challenging because the students could not get



## CHAPTER 5: Group work that facilitates students' speaking and listening skills

used to contributing and participating in two-way conversations, especially with their limited English vocabulary. They could not collaborate to do collective problem solving. Therefore, the teacher provided scripts with set vocabulary, which the students became familiar with through the enactment of the scripted conversations. This aim was to allow the students to build their own conversations about the topic using the language content they were introduced to.

At the start of each lesson, the teacher's procedure was to group the students. During this research, the students often demonstrated a lack of understanding of English. As a consequence, the teacher often asked them what they would like to learn. The conversational extract 5.1 below was one continuous monologue in lesson 5, when group work strategy was implemented for the first time.

Conversational extract 5.1. (Lesson 5, Year 5)

1. T : Ok, class, are you ready to learn in a group?
2. Ss : Yes
3. T : What do you want to do in the group?
4. T : What do you do for fun?
5. T : Do you know about group work? Do you understand?

Moreover, to facilitate students' conversations, a five-minute long 'induction into language' step was included in each lesson. In this step, the teacher asked the students to read and practise the dialogue/conversation from the handout. This was carried out to build the students' confidence in speaking skills. This induction into talking together was necessary to help the students to learn to collaborate. "Their self-confidence to speak needed to be built by practising English-based conversations with friends" (Teacher's written reflection extract 5.1).

During the group-work process, the teacher focused the discussion on a theme. She supported the students by introducing new vocabulary on every topic. This was done to offer the students clear information about the language they were learning, what it meant and how it

was to be used, as suggested by Harmer (2001). She provided the meanings of vocabulary before the students invested their efforts in collaborative work, so that they could discuss and practise listening and speaking in groups. She said that vocabulary became her concern in teaching listening and speaking. "I provided and helped them with English vocabulary to build their confidence to speak. Then, if they understand the topic being discussed, they can discuss and speak" (Teacher's written reflection extract 5.2).

Figure 5.1 below shows an example of a handout with English text to help students to understand the topic.

Let's express your feeling using these "What If" questions!

1. **If you could be** an animal, what animal would you be?
2. **If you could be** a bird, what bird would you choose?
3. **If you could be** a superhero, which superhero would you be?
4. **If you could be** another person for a day, who would you be?
5. **If you could meet** a celebrity for one day, who would it be?
6. **If you could have your** dreaming job for one day, what would it be?
7. **If you were given chance** to go to the moon, would you go?
8. **If you were given chance** to travelling the world, where would you go?
9. **If you were given** one million dollars, what would you buy?
10. **If you were stranded** on the empty island and only accompanied by one person, who would it be?
11. **If you could** speak 3 languages, what languages would it be?
12. **If you could** reborn again, how many siblings do you want to have? (brother/sister) or do you want to be the only child?
13. **If you discovered** a new island, what would you name it?

**Glossaries**

<p><b>If you:</b> <i>Jika kamu</i>  <b>Could be:</b> <i>Bisa menjadi</i>  <b>Could meet:</b> <i>Bisa bertemu</i>  <b>Could have:</b> <i>Bisa memiliki</i>  <b>Were given:</b> <i>Diberikan</i>  <b>Chance:</b> <i>Kesempatan</i>  <b>Discovered:</b> <i>Menemukan</i></p> <p>Reborn again: <i>terlahir kembali</i>                      New: <i>baru</i>                      Island: <i>Pulau</i></p>	<p><b>Animal:</b> <i>Binatang</i>  <b>Bird:</b> <i>Burung</i>  <b>Superhero:</b> <i>Pahlawan</i>  <b>Another person:</b> <i>Orang lain</i>  <b>For a day:</b> <i>Sehari</i>  <b>Celebrity:</b> <i>orang terkenal</i>  <b>Dreaming job:</b> <i>pekerjaan impian</i>  <b>Go to:</b> <i>Pergi ke</i>  <b>Moon:</b> <i>bulan</i>  <b>Travelling:</b> <i>berpergian</i>  <b>The world:</b> <i>Dunia</i>  <b>Million dollars:</b> <i>Juta dollar</i>  <b>Empty:</b> <i>kosong</i>  <b>Accompanied:</b> <i>ditemani</i>  <b>Person:</b> <i>Orang</i>  <b>Speak:</b> <i>bicara</i>  <b>Language:</b> <i>Bahasa</i></p>	<p><b>Would you:</b> <i>kamu akan</i>  <b>Be:</b> <i>menjadi</i>  <b>What:</b> <i>apa</i>  <b>Go:</b> <i>pergi</i>  <b>It:</b> <i>Itu</i>  <b>Do you:</b> <i>apakah kamu</i>  <b>Name it:</b> <i>memberi nama</i>  <b>Who:</b> <i>siapa</i>  <b>Have:</b> <i>memiliki</i></p>
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Figure 5.1. Lesson 11, Year 5. Theme: What if

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Figure 5.1 above, shows the teacher's handout containing a conversational script of English sentences accompanied by a glossary. The students practised the set conversational script with their peers. In this process, the students needed to get used to taking turns in speaking and listening before they could discuss in groups. The scripted dialogue was used to introduce group work in the focal EFL primary classrooms. The students needed to adapt and establish the routine and conventions for group discussion. During this activity, the teacher provided the scripted conversational task, and the students rehearsed it. As exemplified in Figure 5.1, the task consisted of questions and answers about a particular topic. The students had to take turns in demonstrating the set script with their peers. They practised speaking and listening by reading the text provided by the teacher. Practising dialogue using the scripted text helped the students to get used to both group-based listening and speaking in English.

Moreover, the teacher provided assistance to the students by describing the pictures, writing the English vocabulary on the whiteboard, and/or supplying a handout; and providing papers, textbooks, dictionaries, and cue cards. She demonstrated how to take turns speaking and how to give feedback in English. She also explained the meaning of English words so that the students comprehended the topic was being discussed. Further, with the teacher's support the students could learn to communicate with other members of the group (Hess, 2001).

Based on the analysis of data from classroom observations, the teacher tried to shift from teacher-centred practice in the lesson, to a student-centred phase. However, the lesson steps implemented by the teacher did not really demonstrate evidence of student-centred learning. The steps in the group work still reflected a teacher-centred approach, with the focus on vocabulary building to develop students' conversational skills. Nevertheless, vocabulary development was essential because the students could not speak English well without knowing the English vocabulary or comprehending the topic, as the teacher pointed out in her interview before conducting the group work. "If they do not know English vocabulary, they find it

difficult to speak English. So, I provided vocabulary so that they can speak English well and confidently” (Interview extract 5.2).

In addition to supplying the students with English vocabulary, the teacher monitored their interactions by approaching each group one by one to ensure that the students understood the material. In general, the teacher explained the material, responded to questions, and supported students by offering suggestions. In particular, she motivated and provided the students with feedback by saying, for example: “good”, “that’s correct”, “excellent”, “well done”, “good job”.



**Figure 5.2. The teacher monitored the students' participation in group work**

Based on the observational data, several types of scaffolding were provided by the teacher to develop the students' listening and speaking in group conversations: writing and explaining, giving directions and instructions, supplying information related to the theme being discussed, and modelling speaking in English (Gusrayani, 2015). Firstly, the teacher supplied information on the material and proffered examples (line 2, conversational extract 5.1). She explained the lesson with a focus on activities children usually engage in.

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Conversational extract 5.2. (Lesson 5, Year 5)

1. T (teacher): Today, we are going to discuss 'what do you do'.
2. T :You have to tell your friends what do you do. For example, what do you do at school?  
And you can answer with the present tense, for example, I read, or I play games. You can exchange experiences in a group. I give you the handout, and you practise listening and speaking with friends by reading and practising the dialogue in the text before you discuss.

### **(Explaining)**

Furthermore, the teacher asked the students to discuss a situation based on their experience. For instance, one of the topics was "how to deal with a friend who was cheating, whether by reporting him/her to the teacher or telling the person directly if it was a bad deed". In this case, the teacher offered a statement, question, and picture related to the topic to provide informational input to the students (line 1, conversational extract 5.3).

Conversational extract 5.3. (Lesson 5, Year 5)

1. T : Now, discuss with your friends, what will you do if your friend cheats on the exam. You can answer and practise using the present tense. For example, I report him or her to the teacher, or I speak to her or him directly. **(Directing)**.
2. Luna : In group Ms.?
3. T : Ya. From now, we will learn in groups. Ok?
4. Ss : Ok.

Secondly, the teacher showed the example of how to speak English, together with the students. She also assisted them to repeat English sentences after her (line 2, conversational extract 5.4). Furthermore, she extended the dialogue to encourage the students to participate by speaking (lines 4 and 6). The teacher did this to help the students speak English well (line 9), as shown in the transcript below.

Conversational extract 5.4. (Lesson 7, Year 4)

1. Yugi : *Ms. Gak tau Bahasa Inggris nya gimana.*  
: Ms. I do not know how to speak in English.
2. T : Repeat after me, ok? And we can practise together. (**Modelling speaking**)
3. Ss (students): Ok.
4. T : What animal is this?
5. Ss : What animal is this?
6. T : Does it have wings?
7. Ss : Does it have wings?
8. T : *Nah sekarang sudah tahu ya cara baca nya gimana.*  
: Now you know how to pronounce those words.  
: Begin from now. You could ask your friends, ask each other.
9. T : If you would like to ask your friends or me. For example, you could say what does this word or what does this sentence mean?

The scripted dialogue in conversational extract 5.3 (line 9) above shows that the teacher guided the students' listening and speaking skills. She provided an example of how to speak English correctly. This was necessary when the students found it hard to speak English. Thus, the teacher introduced the English words and practised them with students.

### ***5.3.1.2. Listening and speaking through group work***

The current study intended to support the students' language skills, specifically their listening and speaking skills. The technique the teacher applied in her teaching of listening and speaking was 'focus on meaning' (Jacobs & Renandya, 2006). Focus on meaning was conducted to help the students comprehend the content of the material. As discussed in section 5.3.1.1, it was challenging for the students to solve problems together if they did not comprehend the meaning

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of English words, or if they did not understand why they had to learn with partners through group work. Thus, in the current study, the teacher explained difficult words from the material before the students discussed those themes with peers.

Unlike students in first language contexts, learning English in an EFL context is more challenging since English is not used for daily activities (Jacobs & Renandya, 2016). Nonetheless, one would need to accept that opportunities to talk to peers initially reverted to the use of first language (L1). In this case, there was a gradual transition for EFL students over time, and peer-supported learning was valuable because peers were more beneficial partners than the teacher related to learning a foreign language.

This study offered the students more power in their learning. Indeed, the teacher supplied a tentative agenda to get input from the students and the students could share ideas, as shown in the transcript below.

Conversational extract 5.5. (Lesson 11, Year 4)

1.T : *Bu guru bikin topik tentang describing places, nanti kalian bisa menentukan places yang disukai nya mau apa dan mau ngapain di sana, kira2, ada yang tau gak bagus nya dalam grup nanti, mau ngomongin tempat apa? Mau mengunjungi tempat apa dan mau ngapain di sana?*

: I made a topic about describing places. You can determine what places that you would like to visit, and you can discuss with friends. For example, what places do you want to visit? What do you want to do there?

2. Yugi: Mall

3. Fira : *Gimana kalo tentang sekolah?*

: How about school?

4. Bella: *Aku mau ke bioskop. Apa bioskop Bahasa Inggris nya?*

: I want to visit a *bioskop*. What is *bioskop* in English?

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5. T : I want to visit a cinema (telling the student that *bioskop* in English is cinema)
6. Fira : *Aku belum pernah ke bioskop.*  
: I have never been to the cinema.
7. T : *Karena ada temen kalian yang belum pernah ke bioskop, jadi jangan bioskop ya.*  
: One of your friends never goes to the cinema. So, let's choose another place.
8. Sigit: *Kira2 gimana kalo sekolah?*  
: How about school?
9. T : Ok, good idea. What can you find at school?
10. Yugi: Canteen.

Conversational extract 5.5 above shows that the teacher allowed the students to choose discussion content according to their interests (lines 1 and 7). Putting the students at the centre of learning required their collaboration. However, the Indonesian language still dominated the conversation and could not be completely eliminated in EFL classes because the students needed a long process to adapt to learning a new language.

During the observations, this research discovered that the teacher did not develop a class action plan with the students as teachers of student-centred classes usually do (Rnandya & Jacobs, 2006). She was the one who decided the topic and the material for discussion. As a result, the teacher directed the group activities. However, she offered the students responsibility to manage group discussions by letting them practise turn taking. (line 1 conversational extract 5.6 and line 2 conversational extract 5.7)

Conversational extract 5.6. (Lesson 8, Year 5).

1. T : *Sok, sekarang kalian kerja bareng di kelompok masing2.*  
: Now, you can learn in a group with your friends.
2. Sani : *Siapa dulu yang ngomong? Kamu aja Cinta, tanya duluan, nanti gentian, abis itu.*



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: So, who will speak first? Cinta, you speak first. Cinta asks the question. We talk in turn.

3. Putri : Ok. Cinta, now you ask me.

4. Cinta : *Yang mana?*  
Which one?

5. Putri : Up to you

6. Dira : To practise

Conversational extract 5.7. (Lesson 9, Year 4)

1. T : *Nanti kalo ada temennya yang gak ngerti, kalian yang sudah tau bisa bantu.*  
: If there are friends who do not understand, those who already know, please help your friends.

2. T : *Sok kerja kelompok, dan atur bagian tugas nya masing-masing.*  
: You can manage and decide who will speak first.  
: Take it in turns.

3. Sigit : *Yang kamu we Gi, pake koin*  
: Use your coin, Gi

4. Yugi : *Kieu we lah, bae?*  
: Like this, is it ok?

5. Bella : *Nih aku ada 1000*  
: Here, I have 1000 coin

6. Yugi : This, with coin

7. Sigit : *Lempar koin nya dan gantian ngomongnya*  
: Toss the coin and take turns talking.

8. Yugi : *Aku pilih angklung.* (They toss the coin to decide who speaks first).

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: I chose *angklung*. (*Angklung* is the picture on IDR.1000 coin)

: So, I speak first.

Although the teacher directed the group activity, she encouraged the students to manage their group talk (line 2, conversational extract 5.7). She also told them to help friends in their groups (line 1, conversational extract 5.7), and learn independently related to the topic being discussed by helping each other. For example, in another lesson, one of the students showed a picture of an animal, then asked for her friend's help to spell the name of that animal in English.

Conversational extract 5.8. (Lesson 5, Year 4).

1. Bella : *Eh, itu chicken apa hen sih?*  
: Eh, is it chicken or hen?
2. Fira : Usually chicken
3. Yugi : Just chicken
4. Bella : *Ini nulis chicken gini bukan? Pake 'h'?*  
: Is it how to write chicken? Using 'h'?
5. Sigit : Chicken. C-h-i-c-k-e-n. using 'h'.

After that, the teacher praised the student's helper by saying:

6. T : Look, Sigit helped you. Good job Sigit, you helped your friend. Thank you.  
(The teacher showed Bella how to praise her peer).

Extract 5.8 above shows a simple example of peer scaffolding. When there was a gap in one student's competence, peers provided scaffolding to fill the gap (lines 2, 3 and 5). Furthermore, extract 5.9 below (line 4) is a further example of how the students helped one another through scaffolding.

Conversational extract 5.9. (Lesson 6, Year 4).

1. Yugi : Why did her mother gives a costume to the grill?

2. Fira : Girl (correcting pronunciation) (**peer-supported**)
3. Yugi : Why did her mother gives a costume to the girl? (Repeated)
4. Fira : *Sok, ayo* Bel  
: Yeah, come on Bel! (**Encouraging peer**)
5. Bella : Mother or motor?
6. Yugi : Motorcycle? Hahaha.
7. Sigit : Mother. (**Peer-supported**)
8. Fira : Because her mother wants the girl to win the competition.
9. Yugi : *Ih beda.*  
: It is different answer.
10. Fira : That's ok.
11. T : Ya, that's ok.

Support was provided by peers (lines 2 and 7) in a respectful manner (line 10). Further, in line 4, Fira encouraged Bella to speak. Additionally, the teacher showed the students how to praise their peers (line 6, conversational extract 5.8) and appreciate different opinions (line 11, conversational extract 5.9) (Vass et al., 2014). Specifically, when the students learned with their friends, they interacted and received useful feedback from their peers. Peer-supported learning was effective because it developed positive interdependence (Nam & Zellner, 2011). This means they helped and encouraged each other by sharing ideas in the target language (English) to achieve common goals (speaking and listening skills). Indeed, interaction with friends helped the students develop their social skills.

### **5.3.1.3. Classroom verbal interaction**

Promoting effective classroom interaction is fundamental to language learning to facilitate students' participation (Al-Garawi, 2005). In this section, classroom interaction is analysed

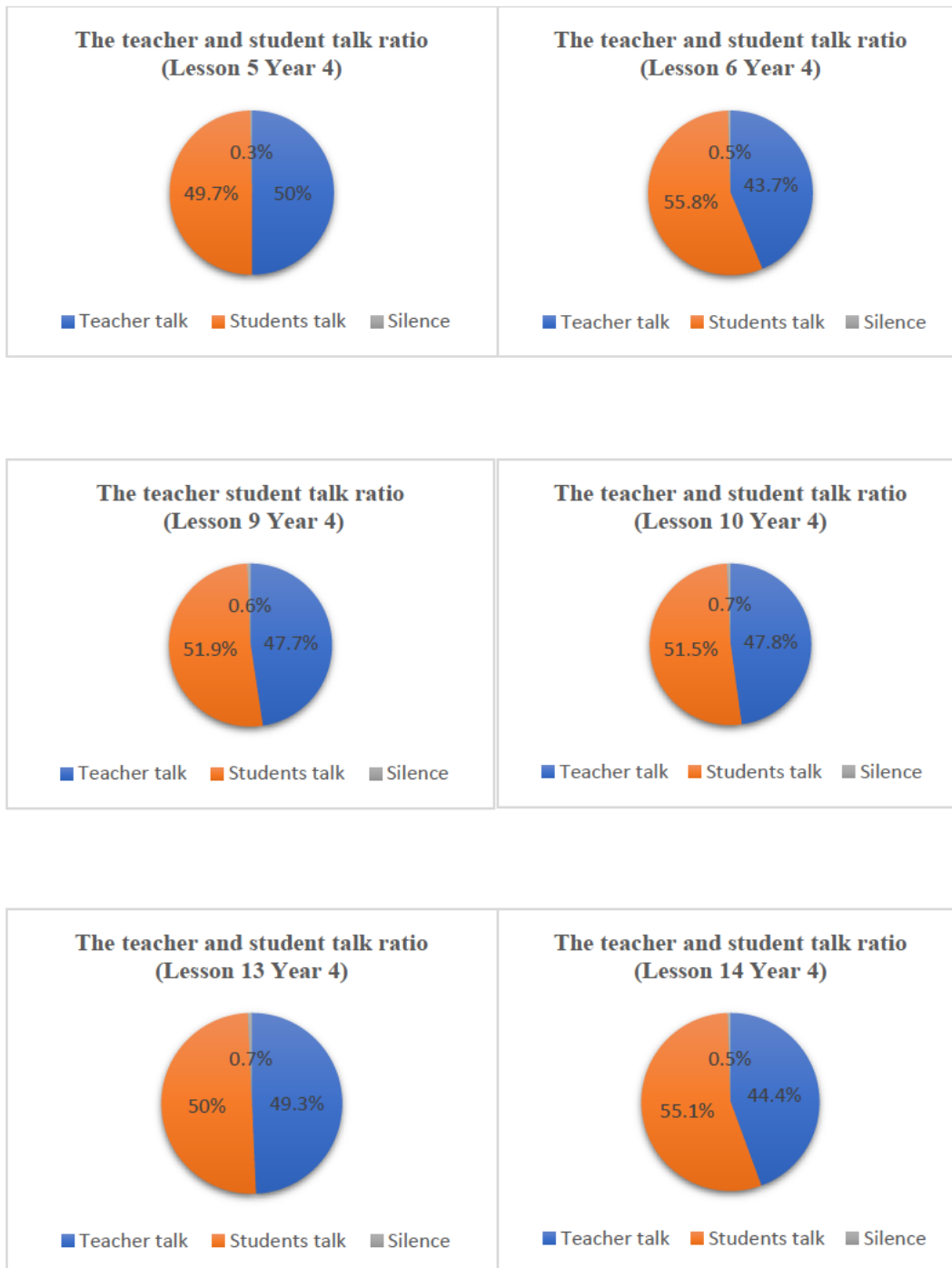
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based on Flanders interaction analysis categories (FIAC) (Flanders, 1964). FIAC is an analytical tool to classify teacher-student verbal interaction in a classroom (Flanders, 1964). In the current study, FIAC was utilised to help quantify the teacher's and students' verbal behaviour. Specifically, these categories were used to identify the frequency of talk between the teacher and students, investigate classroom interaction patterns, and examine the relationship between the teacher's teaching style and the students' achievement in verbal interaction.

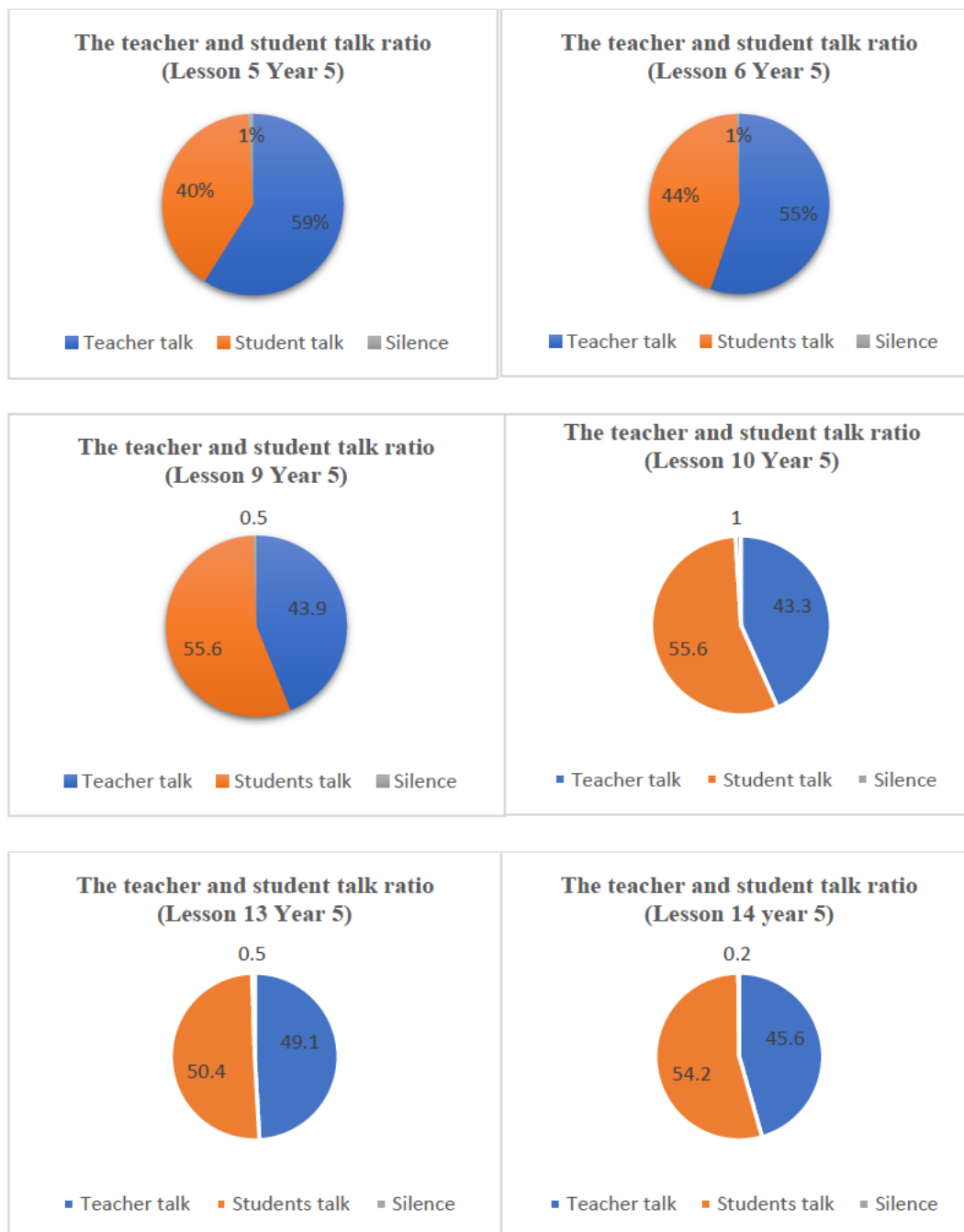
During group-work activities, the teacher provided interaction support. Based on the FAIC codes, most of the teacher talk appeared when she praised, accepted students' ideas, justified or criticised, asked questions, and gave directions (Flanders, 1964). For example, when the students spoke English well or responded with the correct answer, the teacher praised them by saying: "very good", or "applause for Desti's group". Moreover, she asked questions like: "Do you need help?" or "Do you understand?" She made sure all students understood by asking "All good?". The teacher not only criticised the students by asking "why?" but also affirmed them by stating "Sure, that is a good idea". Additionally, most of the students' talk was derived from their questions, responses, confirmations, initiations and requests (Flanders, 1964).

Based on the analysis of video observations and audio transcripts using FIAC, this study found that the classroom interaction patterns changed after the teacher implemented the group-work strategy. Specifically, the teacher-students' participation in the implementation phase changed from a one-way direction or from the dominance of the teacher's talk (shown in the first phase - see Chapter 4) to a balance in participation. The pie charts on the next two pages show the patterns derived from the teacher talk and student talk in the second phase.

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**Figure 5.3. Teacher and student talk in Year 4 (their talk in the target language as well as native language combined)**



**Figure 5.4. Teacher and student talk in Year 5 (their talk in the target language as well as native language combined)**

Most of the time, the student communication in the classroom was above 50%. Based on the pie charts above, during the fifth lesson in both classes, the teacher still led the interaction, since the new group-work model was first introduced by the teacher in lesson 5. However, it can be observed that, in Year 4, lesson 9, the students developed their

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conversations. They discussed and solved the problem well because the topic was interesting for them. Further analysis revealed that their speaking increased due to the English language material being familiar and exciting for them. The topic of "asking and giving directions" was interesting because the students liked going out (line 8, conversational extract 5.10). This triggered them to speak. It can be seen that all students spoke enthusiastically; the topic invited lively conversation. Although Yugi, for example, gave the wrong directions (line 3, conversational extract 5.10), he tried to speak English, and Sigit (line 7, conversational extract 5.10) corrected him.

Conversational extract 5.10. (Lesson 9, Year 4)

1. Sigit : *Gini misalnya mau ke alun alun, gimana jalan ke alun alun teh?*  
: Let's say you want to go to the city square, so, how to get there?
2. Fira : From here?
3. Yugi : Turn left, turn right, arrive. Eh, cross the road!
3. Sigit : *Nyebrang kalo udah nyampe?*  
: You cross the road after you arrive?
4. Fira : It's not a city square
5. Yugi : *Maraneh heula urang terakhir*  
: You go first, I'll go later
6. Bella : *Terus arah nya ke mana sekarang?*  
: Where are we going now?
7. Sigit : See, to the city square, you go straight, turn left, turn right, cross the road, and arrive. **(Peer-supported)**
8. Bella : *Aku suka pergi ke sana*  
: I like going there

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The percentages of classroom verbal interaction fluctuated depending on the topic and classroom ambience, which impacted the students' interest in learning. For example, in Year 4, lesson 13, one of the topics was "occupations". The students were confused and unable to decide what they would like to become in the future (line 6, conversational extract 5.11). In addition, they did not know what to say in English (line 4, conversational extract 5.11). It was found that the students seemed hesitant to discuss when the material was not familiar to them. As a result, they were silent or did not respond to their peers' questions (lines 2 and 5, conversational extract 5.11). This also impacted the classroom ambience, which was quiet if the students did not participate in group talk, requiring the teacher to encourage them to speak more (line 8, conversational extract 5.11).

Conversational extract 5.11. (Lesson 13, Year 5)

1. Cinta : What do you want to be in the future?

2. Sani : Hmmm (silent)

3. Cinta : What?

4. Sani : *Aku gak tau Bahasa Inggris nya.*

: I do not know what to say in English.

5. Dira, Putri : Hmmm (silent).

6. Cinta : *Aku gak tau mau jadi apa nanti.*

: I do know what I want to be.

I am confused.

(Then, the students keep silent)

7. Cinta, Sani, : Silent

Dira, Putri

8. T : *Kelompok ini udah? Masa diam aja? Certain ke temannya pengen apa nanti?*



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: Are you done? Why are you silent? You could tell your friend a story about you.

9. T : *Nanya kalo gak ngerti ya, ke temen atau ms. Sok, diskusikan di grup.*

: You could ask your friends and me if you don't know. Come on, discuss in groups.

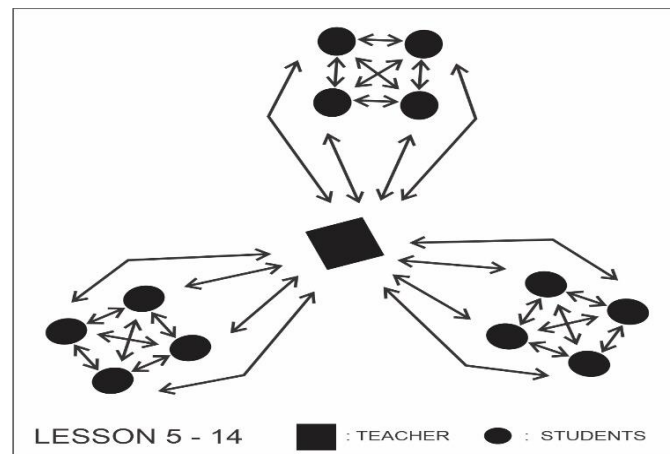
As discussed in the previous paragraph, the fluctuations in the students' conversations indicated that they were enthusiastic about discussing and speaking English with peers when the topic was exciting for them. When discussion topics were not interesting, it was difficult for them to speak and think in English (line 6). On the other hand, the students also had speech difficulties (line 4), which led to poor communication. Accordingly, the students became silent and classroom interaction was ineffective. Conversational extract 5.11 revealed that the verbal behaviour of students was related to the content of the material prepared by the teacher (Nunan, 2010). Further, it was evident that during group-work activities, the teacher adopted a facilitator style to encourage students' self-study through peer learning. Unlike the lecture style, shown in the preliminary phase of the research (Chapter 4), in this implementation phase, the teacher asked students to question and discuss with peers rather than simply giving the answers explicitly from books (lines 8 and 9, conversational extract 5.11).

### ***5.3.1.4. Student–student interaction***

This section discusses student-student interaction patterns. Specifically, it highlights the shift from individual learning (in the first phase) to peer-supported learning (in the second phase). The current study found that developing a student-centred classroom by applying collaborative learning seemed daunting at first. It needed a process. However, the results are well worth the effort because this research provided students with a learning experience in which their voices

could be heard, and with a focus on their needs and interests. Further, this study triangulated the data from observations and the teacher's written reflections. Changing teaching habits in the classroom was not easy for the teacher (Ellis, 2003). Nevertheless, she felt comfortable when switching her leadership style from directive to consultative, from saying "do as I say" or "answer my question" to "let's discuss together". In the teacher's written reflection, she commented: "After implementing group work several times, I was very impressed. The students surprised me. They share opinions with friends; they are not ashamed. I enjoy my position. I also learned to accompany them in groups" (Teacher's written reflection extract 5.3).

The present study demonstrates that student-student interaction (S-S) appeared in the shift from teacher-centred teaching to student-centred learning (Jacobs & Renandya, 2016). In this implementation phase of the research, it was found that the S-S pattern appeared during group-work activities. In data analysis this study utilised the four interaction patterns proposed by El-Hanafi (2013): teacher-students (T-SS), teacher-student (T-S), students-students (SS-SS), and student-student (S-S). This study discovered that S-S interaction emerged after the teacher implemented group-work activities as peer-supported learning. As mentioned in section 5.3.1.3, verbal interaction in the language classrooms was fluctuating. However, S-S interaction as student-centred learning provided mutual influence and adjustment involving the participation of all students in class (Jacobs & Renandya, 2016). According to Jacobs and Renandya (2016), S-S interaction in collaborative activities puts learners at the centre of the learning process because it relates to student-centred learning. The observation results showed that the teacher did not stand in front of the class to create student participation. The figure on the next page illustrates the teacher's standing position in the learning process.



**Figure 5.5. Student–student interaction pattern**

Figure 5.5 depicts the S-S interaction pattern. This result was reached based on informal observations of the physical dynamics of the classroom. During the second phase of the research, the teacher talked less, stood in the middle of the student groups, and often walked

around to monitor their collaborative learning. This was a significant change in the teacher's style compared to standing in front of the class, as seen in the first phase (Chapter 4). She commented on this in her written reflections.

I learned that teaching English as a foreign language is effective if the students are given more opportunities to speak. I can see the student's improvement when I let them talk and share opinions with their friends. They became independent. They speak more and socialise with their friends. When I changed their sitting position, it is easier for them to interact in class. (Teacher's written reflection extract 5.4).

Significantly, investigating the classroom interaction patterns helped this researcher to identify and refine current EFL practices in the Indonesian primary classroom context. The fieldwork provided valuable information for this researcher to understand the issues relating to students' speaking and listening skills. Listening and speaking in EFL language learning form the main foundation for students' language development (Nisa, 2015).

#### ***5.3.1.5. Learner autonomy***

This section describes a situation in which the students were responsible for their learning. In the current study, the students received support from their peers during collaborative learning. This support led them towards growing learner autonomy. Moreover, students managed the tasks during collaborative learning activities. The teacher's style influenced the students' attitudes, which in turn affected their learning. In this implementation phase, the teacher introduced learning in groups, and the students' attitudes toward language learning shifted from dependent (teacher-directed) to independent (learner-directed). The table below presents the progress of learner autonomy in the EFL classroom.

**Table 5.3. The progress of learner autonomy**

<b>The student</b>	<b>The classroom</b>
<p><b><u>Phase 1 of the research</u></b> <b>Dependent</b></p> <p>The teacher initiated the conversations in classrooms by asking questions to the students (see Chapter 4).</p> <p>Conversational extract 5.12. (Lesson 4, Year 4).</p> <p>1. T: Magfira, write and spell crocodile.</p> <p>Conversational extract 5.13. (Lesson 2, Year 5)</p> <p>1. T: Atin, please read the question in the book.</p>	<p><b><u>Phase 1 of the research</u></b> <b>Teacher-directed</b></p> <p>The patterns that appeared were one-way and two-way traffic interactions, between the teacher and the whole class (T-SS), and the teacher with an individual student (T-S). (See Chapter 4).</p>
<p><b><u>Phase 2 of the research</u></b> <b>Independent</b></p> <p>The students managed tasks in groups.</p> <p>Conversational extract 5.14. (Lesson 8, Year 4)</p> <p>1. Sigit: <i>Oh, ini kertas nya harusnya digunting, jadi dadu.</i> Oh, the paper needs to be cut to make the dice.</p> <p>2. Fira : <i>Aku yang gunting. Aku jago gunting.</i> I'll cut the paper. I am good at cutting.</p> <p>3. Sigit: Ok, <i>kamu kerjakan itu.</i> Ok, you do that</p> <p>4. Sigit: And I stick it with the glue.</p>	<p><b><u>Phase 2 of the research</u></b> <b>Student-directed</b></p> <p>Student-student (S-S) interaction patterns appeared during group-work activities which involved interaction among the students in the class (See section 5.3.1.4).</p>

Based on the analysis of classroom observations and audio recordings of students' chats in groups, the table above depicts the changes that occurred in the classroom after the teacher implemented the group-work model. It was evident in the second phase that the students controlled their learning in group activities.

### **5.3.2. The reflection phase data**

The aim of the reflection phase (third phase of the research) was to identify the students' responses to group-work activities. In particular, the students provided ideas about beneficial group work through their verbal reflections. The group work was designed to assist them to learn and to help each other. Eight groups of students, each group consisting of four students, shared their learning experiences at the end of the observations. Traditionally, the teacher had been the one who assessed the students. However, in the current study, self-assessment in the form of verbal reflections offered students the chance to evaluate the teaching-learning process.

In general, in terms of peer-support, the findings from the students' verbal reflections resonated with those from the observational data. The present section discusses findings from the students' reflections relating to: peer-supported learning, the teacher's strategy, and the advantages and disadvantages of group work for developing students' language skills.

#### ***5.3.2.1. The students' perspectives on the group-work strategy used by the teacher to facilitate their listening and speaking***

This section explores the students' verbal reflections related to the group-work strategy applied by the teacher. The results that emerged from the students' verbal reflections support the findings from observations. The students' perspectives revealed that they needed the teacher's guidance to collaborate in groups effectively. In addition, they needed the teacher's feedback and consultation regarding the English language. However, there were different perceptions stated by eight students regarding the media used by the teacher during group-work implementation. Four students believed that the teacher provided too much information from handouts. They said that the teacher relied highly on the handout for discussion topics to support them in listening and speaking, rather than using other media such as video and audio. Four other students mentioned that they liked learning English using games but there were fewer

games in class. Yugi commented: “*Aku suka belajar kalo ada games nya, rame kalo ada games nya. Games nya kurang banyak.* I like games. Learning English is fun when using games. The game is not much” (Students’ verbal reflection extract 5.1) Arya also stated: “*Pake buku terus, rame kalo banyak nonton, denger lagu, maen games.* It is fun to watch movies, listen to songs, or play games” (Students’ verbal reflection extract 5.2.).

Therefore, the teacher needed to facilitate the students’ interactive communication skills by applying various teaching media and discussion activities, such as role-play, debate, simulations, and games (Patricia, 2000). The tables below presents the findings of the students’ responses toward learning English in general (Table 5.4) and learning English in group work in particular (Table 5.5).

**Table 5.4. Students’ responses to learning English in general (Verbal reflections from 32 students)**

No.	Aspects	Not Difficult	Quite difficult	Sometimes difficult	Difficult
1.	Students’ perception of speaking English in general	4 students	7 students	9 students	12 students

Of the total number of 32 students questioned, twelve students (37%) stated that English was difficult, as shown in Table 5.4.

**Table 5.5. Students’ responses to learning English after group-work implementation**

No.	Aspects	Group discussions motivate me to speak English	English can be understood easily in groups compared to working individually	We minimise the difficulties by solving the problems together	Learning English is more interesting in groups
2.	Students’ perceptions after following group discussions	9 students	8 students	13 students	2 students

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Table 5.5 suggests that working in groups could minimise difficulties by allowing students to solve problems together. Eight students felt more comfortable speaking in groups than individually. Friends made them feel comfortable learning English; they felt safe to share opinions in discussion activities. Thirteen students (40%) stated that they could share and ask their friends for help in groups. As a result, they could experience English with less fear of making mistakes. Indeed, a good solution was drawn from the group, not from an individual, as one student said in the verbal reflection below.

Teacher : What do you like about learning English in groups? What do you want to know more?

Attar : I learn with my friends. I want to know more about my friends. I am confused sometimes with the English lesson, but my friends helped me. So, I am not afraid if I do not know the answer (Students' verbal reflection extract 5.3).

All students stated that they were happy learning in groups because they could learn together. For example when the teacher asked "How do you feel when you study in a group?" Ihsan answered "Fun and happy" (Students' verbal reflection extract 5.4).

The students agreed that learning English using small group work was enjoyable and made them enthusiastic in speaking. Overall, based on the students' opinions in their reflections, it was obvious that they had positive responses to the group work conducted by the teacher in class. The students agreed that they enjoyed learning in groups because this helped them acquire language spontaneously. For example, when the teacher asked Kamil: "Could you tell me, why do you like learning English in groups?", Kamil replied: "*Karena bisa ngomong langsung gitu. I can speak spontaneously*" (Students' verbal reflection extract 5.5).

Ellis (2003) argues that by conducting group discussions, students learn without realising that they are actually studying. This research found that students' responses to English lessons varied (Table 5.5), especially in regard to speaking. Four students said that English was



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not difficult as long as they knew the vocabulary and the topic was understandable. For example, Desti said “Aku suka belajar di grup. Kalo topik nya gampang, baru bisa ngomong. I like learning in a group. If the topic is easy, I can speak” (Students' verbal reflection extract 5.6).

Based on table 5.5, 13 students (40%) said that friends helped them during group activities. However, they still needed feedback from the teacher. For example, Sasal said: “*Nanya ke bu guru kalo gak tau Bahasa Inggris. If I do not know English, I ask the teacher*” and Ibey concurred “When I am confused, I asked you, Ms” (Students' verbal reflection extract 5.7).

Furthermore, the students mentioned that they had difficulties in speaking English, especially when they started learning in groups and specifically in lessons 5 and 6. This was because they were not used to speaking in class and small group work in English lessons was a new experience for most students in this context. For example, when the teacher asked: “One question you have or something you are confused about? Is learning in groups confusing?”, Dimas answered: “*Awal2 kan masih gak tau. Jadi pada diem aja. In the beginning, I still do not know what to do. So, I just stay and do not speak*” (Students' verbal reflection extract 5.8).

Additionally, students' reflections were similar to the audio-recorded data from group-work activities. This study revealed that at the beginning of group-work implementation, the students asked the teacher many questions, as shown in lines 1, 3, 5, 7, 9, and 11 of the conversational extract 5.15 below.

Conversational extract 5.15. (Lesson 5, Year 5)

1. Cinta : *Ms. aku ngapain sekarang?*  
: Ms. What should I do now?
2. T : You practise dialogue with friends in groups using the present tense.
3. Sani : *Kayak gimana ini?*

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: How to do this task Ms.?

4. T : *Nanti kamu sebutkan kata kerja dalam present tense*

: You have to mention a sentence, and the verb should be in present tense.

5. Dira : *Aku gak tahu ngomong Bahasa Inggris nya.*

: Ms. I don't know how to speak in English.

6. T : Which one?

7. Putri : *Kita ngapain sekarang di grup?*

: What are we going to do in this group?

8. T : *Kalian susun kalimat ini dengan menggunakan present tense*

: Make a sentence. You have to arrange these random words and add the missing verb using the present tense.

9. Cinta : So, what do we do now?

10. T : Here are random words. You discuss it.

A moment later

11. Dira : Ms., what to do with this?

12. T : What verb do you want to use for this sentence?

In general, regarding the problems faced by the students in EFL, the results of the verbal reflections revealed three aspects, namely: the use of English; group interaction and communication; and task completion. These three issues were commonly faced by the students in learning English.

**Table 5.6. The students' perspectives regarding the English language**

Aspects	Respondents (four students per group)	Translating, memorising new vocabulary, and pronouncing English words	Speaking English	Reading the topic and completing the tasks
Students' difficulties in learning English	Group 1 (Year 5)	2 students	2 students	-
	Group 2 (Year 5)	2 students	2 students	-
	Group 3 (Year 5)	2 students	2 students	-
	Group 1 (Year 4)	2 students	2 students	-
	Group 2 (Year 4)	2 students	2 students	-
	Group 3 (Year 4)	-	2 students	2 students
	Group 4 (Year 4)	-	2 students	2 students
	Group 5 (Year 4)	-	2 students	2 students

As shown in Table 5.6, ten students stated that their vocabulary and English pronunciation were problems. They acknowledged that translating the English theme was also difficult. That was the reason why the teacher supplied them with English glossaries on the topic. Otherwise, it was hard for them to comprehend the topic being discussed. The other six students mentioned that reading the topic and completing the task were problems in English learning. Finally, the most common problem experienced by students was speaking English (Table 5.6), as exemplified by Choky: “*Susah Ms., ngomong bahasa inggris mah. Gak tau harus ngomong apa. I am confused Ms., what to say in English. Speaking English is difficult*” (Students' verbal reflection extract 5.9).

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In this case, the teacher needed to assist the students by: providing them with material that was familiar to them; explaining the context of English explicitly in order for the students to comprehend the text easily; giving them opportunities to make a decision; and facilitating them to practise speaking in class. The teacher's advice is needed when students have difficulties in using English words or they do not know how to speak English. By providing feedback to students, the teacher and students can evaluate each other.

However, after working with peers for ten lessons, the students in this study eventually managed the group activities by determining their division of tasks. They initiated and exercised control in speaking. Furthermore, the students realised that everyone's opinion was necessary. Attar stated in the verbal reflection:

*Aku suka belajar di grup kan, soalnya kan bisa saling nanya. Jadi tau teman suka nya apa. Dan mereka tau aku suka nya apa. I like studying in groups. We share with each other. So, my friends know what I like, and I know what they like. (Students' verbal reflection extract 5.10)*

In addition, the teacher explored the students' perceptions of group work by asking specific questions. The questions were classified into three main areas based on the research questions: (1) group-work process to facilitate students' listening, speaking, and thinking skills, (2) affective language learning, and (3) students' participation in classroom interaction.

**Table 5.7. Data from students' verbal reflections on learning English after the group-work implementation**

No	Aspects	Number of students who said "yes" (Out of 32 students in total)
1.	<p><b>Teaching-learning process to facilitate listening, speaking, and thinking</b></p> <ul style="list-style-type: none"> <li>- Did the group work help you to speak English?</li> <li>- Did the group work help you to understand the lesson?</li> <li>- Did the group work help you to be more self-confident to speak?</li> <li>- Is the group-work strategy appropriate in learning English?</li> </ul>	<p>31</p> <p>30</p> <p>30</p> <p>32</p>
2.	<p><b>Affective</b></p> <ul style="list-style-type: none"> <li>- Was the classroom ambience comfortable?</li> <li>- Does learning with friends makes you happy?</li> <li>- Were the English activities fun?</li> </ul>	<p>30</p> <p>31</p> <p>32</p>
3.	<p><b>Classroom interaction</b></p> <ul style="list-style-type: none"> <li>- Was it good to interact with friends?</li> <li>- Could you consult with friends and the teacher?</li> <li>- Did your friends help you to practise English?</li> </ul>	<p>32</p> <p>32</p> <p>31</p>

Generally, the students' statements indicated that the teacher had chosen appropriate strategies to use in group-work activities. The questions in Table 5.7 were created to know how the students felt about group-work activities and were not merely intended to please the teacher.

Table 5.7 shows that the students shared positive responses, believed that peers supported them to practise English, and became self-confident to speak.

### ***5.3.2.2. Advantages and disadvantages of learning English in groups***

The current study identified what needs to be improved to support the students to be independent learners in the future. The verbal reflection results helped to evaluate the strengths and weaknesses of group work in facilitating students' language and thinking, and finding the best ways to improve their interactive communication skills. To help them focus on their reflections, the teacher asked students direct questions to explore their experiences during group work, and what they had accomplished, specifically in their listening and speaking skills. Moreover, the teacher asked how they felt about peer-supported learning in relation to their language skills.

T : What you liked? And what you didn't like?

Adit : *Yang aku suka karena bisa relax kalo sama temen mah ngomongnya. Bisa ngomong apa aja lah gitu.*

What I like about learning in groups is because I am more relaxed in speaking. I can speak anything with friends.

Selly : Speaking games, hahahaha.

Adit : Ya, we speak about games.

T : And what have you learned from learning in groups?

Arya : *Belajar bareng*

: Learning together (Students' verbal reflection extract 5.11).

The reason group discussions impressed the students was that learning English with friends made them more relaxed. Furthermore, learning together could widen their knowledge and enrich their perspectives, as cited by Herrel and Jordan (2004). Additionally, data from the

teacher's interview supported that from students' verbal reflections. The teacher stated: "At first, the students were confused. But in the end, they could interact with friends. It needs a process, it's not easy to build their self-confidence. Now, they finally are not shy to share their experiences with friends" (Teacher's interview extract 5.3).

One noteworthy finding was: although the students were confused at the beginning of the lesson, as mentioned by the teacher in her interview 5.3 above; at the end of the observation, thirty students believed that group work had been beneficial. The teacher believed that there was a process for students to cooperate with friends. Further, this study discovered that others perceived group work to be a poor use of class time. For example, two students mentioned that group-work activities were too noisy and made it hard for them to focus on learning. Dewi stated: "*Belajar jadi berisik karena semua pada ngomong*. It is noisy because everyone is talking" (Students' verbal reflection extract 5.12). Ayu also said: "*Susah fokus jadinya kalo pada berisik*. It is hard to focus on learning when it is too loud" (Students' verbal reflection extract 5.13).

The students' perceptions of group-based activities in the classrooms varied. The key contradictions were that they were not used to working in groups which made it difficult for them to focus on studying. Another factor could have been that the teacher forced them to work in groups with friends who were not close. When the students were forced to work with their unfamiliar friends, they tended to feel uncomfortable interacting in groups. This was related to the teachers' perception of noisy classrooms. She commented in her interview: "The students' characteristics are different. Some students are not used to studying in groups with friends" (Teacher's interview extract 5.4).

Although two students had different viewpoints about learning in groups, they had the same opinions regarding peer relationships. All 32 students expressed positive responses about peer support. All mentioned that peers were helpful. They confirmed that peers helped them

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understand the English lesson because they could ask them if they did not know English words. They believed that they were more confident to speak. Accordingly, they could share their ideas, opinions, feelings, and experiences. Yugi commented that: "*Suka di grup kan sama teman-teman. It is fun diskusi sama temen, jadi makin pe-de. I like learning in a group with my friends. It is fun to discuss with them and more confident to speak*" (Students' verbal reflection extract 5.14.). Also Isa stated: "*Kalau ada kata yang gak tahu, aku bisa nanya ke teman. If I do not know the English word, I can ask my friends*" (Students' verbal reflection extract 5.15.).

Further, the students commented on peer-supported learning and mentioned their difficulties while studying English in the groups. The table below shows the students' feedback gained from their verbal reflections regarding the advantages and disadvantages of group work.

**Table 5.8. Advantages of group activities compared to individual learning**

Aspects	Completing the tasks quickly and easily	Learning to discuss and share the ideas by helping each other	Increasing vocabulary and adding to knowledge, motivation to speak	Getting closer to friends	English learning is fun
Advantages of having group activities	2 students	12 students	10 students	5 students	3 students

Table 5.8 shows that, out of 32 students, two students mentioned that the group process helped them complete the tasks efficiently by allowing them to check the meanings of difficult words and making them more self-confident to speak. On average, they agreed that learning English was difficult. Nonetheless, twelve students confirmed that group discussions could minimise learning difficulties by students helping each other. Furthermore, three students believed that group work made English learning more enjoyable, while ten students agreed that peer-supported learning could widen their knowledge by sharing opinions with friends. Those



ten students added that learning in groups motivated them to speak English more. All students believed that interaction during group activities built familiarity among friends. As a result, they built their social life in class and strengthened their friendships (McDonough, 2004).

However, there were also disadvantages of learning English with peers in groups. Disadvantages of group discussions mentioned by the students in this context were: friends did not get involved in group discussion activities when the topic was difficult or unfamiliar; some students dominated the activities; one of the group members was passive and that resulted in lack of sharing, and; the discussions strayed away from the topic. For example: Ihsan said “*Kadang susah diskusinya karena gak ngerti bahasannya*. Sometimes it is hard to work together when we did not understand the topic” (Students’ verbal reflection extract 5.16); Gayas complained: “*Teman sekelompok ngomong terus*. My friends keep talking” (Students’ verbal reflection extract 5.17); Luna stated: “*Suka bingung kadang ngomong bahasa Inggris nya, jadi aku deam aja*. Sometimes, I am confused to speak English, so I keep silent” (Students’ verbal reflection extract 5.18), and Nuri mentioned that “*Kadang jadi ngomongin yang lain*. My friend talks about something else” (Students’ verbal reflection extract 5.19).

Table 5.9 below summarises the students’ feedback on the disadvantages of group work.

**Table 5.9 Disadvantages of group discussions in class**

Aspects	Not all students were involved in the discussion when the topic was difficult	The cleverest students dominated the activity	Passive students shared less	Friends discussed different topics
The disadvantages of having group activities	19 students	8 students	2 students	3 students

Table 5.9 illustrates that, out of 32 students, most of the students (60%) stated that the discussion was difficult when they did not comprehend the topic, and others stated that friends dominated conversations in groups. Consequently, the teacher was required to select the appropriate or interesting topics for discussions, increase her supervision so that all students could share opinions during group activities, and check whether their discussions were on the topic.

### *5.3.2.3. The teacher's perspectives on group-work learning to facilitate students' language skills*

In the interview conducted after the classroom observations, the teacher identified two problems in teaching group work to students. The first problem was the lack of student participation during group-work activities. The teacher mentioned that some students did not actively get involved during the group discussions. They tended to follow their friends' opinions. Other students did not want to talk or say anything, and depended on the active students during group activities. As a result, the passive students (who belonged to active groups) let the process happen without their participation.

There were students who were not actively involved in group discussion activities. They tended to follow the opinions of their friends. Other students did not want to say anything and relied on their friends. As a result, passive students allowed the process to occur without their participation. (Interview extract 5.7)

The second problem related to the students who dominated the activities in groups. Since less active students let the others give opinions in class, this situation led active students to dominate the group activities. The teacher's approach to dealing with students who did not want to speak was to encourage them to practise and share opinions in English. She gave

support and positive feedback to persuade shy students to speak. Furthermore, she asked the students why they did not feel comfortable speaking English or why they did not want to work with certain students in the group.

To manage the problem concerning students who dominated in groups, the teacher walked around the classroom to monitor students' participation (Sundary et al., 2017). She made sure that everyone was involved. If certain students persisted in speaking and did not let others give opinions, the teacher explained to them the importance of speaking English.

Additionally, the teacher mentioned in her written reflections that when the students chatted outside the discussion topic and made noise, she came closer to where the sound came from and calmed the noisy students down. She asked the students to focus on the task without disrupting others who worked well in their groups. In this situation, the teacher helped the students to resolve the problems (Sundari, 2018).

The students' reflections supported the observation data. It could be seen from classroom observations and students' reflections that the relationships between the students and their friends were closer during group-work implementation. Overall, most students said that learning English through group discussions was more interesting than learning individually. Further, the teacher's role was more like a mentor who influenced the students to increase their confidence because they were comfortable working with the new group-work concept being taught.

## **5.4 Conclusion**

The current study investigated peer-supported learning that the teacher participant in this research co-designed and implemented. This chapter presents data analysis from the second research phase (implementation) and the third research phase (reflection). The findings address the second research question: How does scaffolded group work improve current EFL practices

of engaging students in spoken interaction?, and its first sub-question: How does group work facilitate students' speaking and listening skills? A common problem faced by students before they participated in group learning was interactive communication. Thus, the researcher and teacher collaborated to design group-work steps to help the students to improve their interactive communication skills.

Specifically, in terms of group work to facilitate students' listening and speaking skills, the teacher developed students' conversations in English. She asked the students to practise scripted dialogues, involving them in asking and answering questions with their peers, to help them get used to listening and speaking in English. Moreover, she provided the English vocabulary in each lesson to make it easier for them to comprehend the topic being discussed.

The teacher supported her students in various ways in order to elevate their achievement in listening and speaking skills. She provided explanations, directions, instructions and information related to the theme being discussed; and modelled English speaking together with the students (Gusrayani, 2015). The scaffolding of group work that was implemented by the teacher encouraged the students to develop their potential in learning, and engage in classroom interaction. Further, the observation results demonstrated that the student-student (S-S) interaction pattern (El-hanafi, 2013) occurred during peer-supported learning. The S-S pattern appeared as part of student-centred practice in the language classroom (Jacobs and Renandya, 2006). The teacher in this research primarily focused on academic issues. However, future research will need to look into the development of social skills in shaping effective group work.

The data from video observations revealed that the exciting topics invited lively conversations. When the topic was interesting and the classroom ambience was supportive, the students actively participated in the classroom. As a result, the students took part in listening and speaking in groups. Thus, it is important to note that teachers are required to employ familiar and interesting content that is appropriate to students' needs and ages.

## CHAPTER 5: Group work that facilitates students' speaking and listening skills

Based on the students' statements in their verbal reflections, it was found that the teacher's scaffolding of English through group work was acceptable. Generally, most students offered positive responses to group activities. However, eight students stated that the strategies used by the teacher lacked a range of media. She often adopted books or handouts in her teaching, rather than using technology, such as watching movies, listening to music, or playing games. The reflection from those eight students could be used as a tool to evaluate future lessons. Although the students' reflections differed slightly from the teacher's interview regarding the media used by the teacher, there was a similarity in terms of classroom participation. The group-work strategy implemented by the teacher had benefits related to peer relationships and peer scaffolding. The teacher believed that group work helped the students to participate in class. Furthermore, peer support raised the students' confidence and helped them to speak English without being afraid of making mistakes. For instance, when the students spoke English incorrectly, their friends corrected them. In fact, their friends appreciated their efforts.

## **CHAPTER 6**

### **Group work that nurtures students' thinking skills**

#### **6.1. Introduction**

Chapter 5 presented findings related to group work that facilitated students' listening and speaking skills. The discussion included evidence of students' development of learning behaviours in listening and speaking English. The student's dialogic skills applied while they learned English in groups, and their perceptions of the group-work strategy implemented by the teacher informed by these findings.

Chapter 6 continues the presentation of findings related to the second research question: How does scaffolded group work improve current EFL practices of engaging students in spoken interaction? In particular, this chapter discusses findings to address the second sub-question: How does group work nurture students' dialogic skills? This chapter presents analysis and interpretation of data from video and audio recordings of group work, including students' conversations in the two classrooms that are focused on in this study. The discussion specifically focuses on data from eight selected students (four students in each group) over 10 lessons in each of the two classes (Year 4 and Year 5) involved in the study. Findings offer evidence of the types of group talk produced by these Indonesian primary students through collaboration and dialogue, and how their communication revealed their thinking.

## 6.2. Group work that nurtures students' thinking skills

This section discusses group work that facilitates students' thinking skills. In each lesson, to support the students' thinking, the teacher applied a strategy to induct students into sharing their thinking. In the induction into thinking step, she asked the students to practise open dialogue by asking and answering questions with their peers for about 30 minutes. There were two directions that the students needed to follow during this induction to improve their thinking skills.

First, the teacher encouraged the students to start a conversation on the theme of the lesson. She provided a scripted dialogue, but eliminated some parts of the exchange from the handout. She used this technique to encourage the students to fill in the gaps or create their own questions and answers. For example, one of the topics was "My activity". The students had to list their daily activities and generate their own questions for their partners. Below is the handout used for students to record their contributions to this discussion.

Time	Activity	
	Sunday	Monday
05.00 am		
06.00 am		
06.30 am		
07.00 am		
07.30 am		
08.00 am		
09.00 am		
10.00 am		
11.00 am		
12.00 am		
13.00 pm		
14.00 pm		
15.00 pm		
16.00 pm		
17.00 pm		
18.00 pm		
19.00 pm		
20.00 pm		
21.00 pm		
22.00 pm		
23.00 pm		

**Figure 6.1. My activity handout**

## CHAPTER 6: Group work that nurtures students' thinking skills

Moreover, in addition to reading and practicing dialogue from the English text to improve their language skills (as discussed in Chapter 5), the students also practised sharing what they were thinking, to improve their dialogic skills. They created their own conversations with group partners without reading the dialogue from the text. They were requested to discuss and share information with their peers. Furthermore, the students were responsible for developing ideas by sharing questions that they created with friends (Rao, 2007). Indeed, the teacher attempted to make the task more difficult by reducing support and teacher control. Following this, the teacher scaffolded the students' conversational practice by asking them to engage in self-directed learning. She reminded them when to move on to the next step of the lesson.

Conversational extract 6.1. (Lesson 7, Year 5)

1. T : *Kalo udah latihan dialog saling bertanya dan menjawab, kalian lanjutkan ke kegiatan selanjutnya. Sekarang kalian diskusikan dengan teman, kira2 apa yang akan kalian lakukan kalua ada teman yang membully, akan melapor?atau apakah akan menegur langsung orang yang mencontek kalo itu perbuatan yang tidak baik?.*

: If you have practised dialogues, you can continue to the next activity.

Now it's time for you discuss with your friends.

How to deal with a bullying friend?

Do you think it is better to report him/her to the teacher? Or tell him/her directly if it is a bad act?

The students then practised conversations using their own questions. They were asked to discuss and build ideas together. During group activities, the students were responsible for their own learning (Sajedi, 2014). Thus, before the students discussed in the group, the teacher offered prompts or sentence starters. To put students at ease about speaking to one another in groups, the teacher instructed them to use sentence starters and keywords. For example, when



they wanted to express agreement she suggested they use “ok”, “yes”, “all right”. For expressing disagreement she suggested “no”, “disagree”, “you are wrong”. The teacher’s suggestions of words for students to use when initiating or giving information included “because” and “I think”; and for asking someone’s opinion or support, “what is the example?” and “how?”. Further prompts related to: giving reasons using “but”; the use of “maybe” for judging; and “do you think?” for asking a question. The researcher and teacher determined these opening words or sentence starters to enhance collaborative conversation in the dialogue, so that students knew what to say during discussions. For instance, one of the activities involved watching a YouTube video of a ballet dancer who never gave up on achieving her dream. The teacher asked the students to think about what lessons could be learned from the video for their daily lives.

Conversational extract 6.2. (Lesson 6, Year 4):

1. T : Now, it is time to discuss with your partners. What moral lesson you can get from the video clip?
2. Yugi : What lessons can be drawn from this story?
3. Sigit : I think, never give up (**using opening words suggested by the teacher**)
4. Bella : Agree
5. Yugi : *Sama*  
: Same

In line 3, extract 6.2, Sigit applied what the teacher taught regarding the use of the sentence starter “I think” in conversational turn taking. However, the students did not exchange ideas to develop their thinking skills. Instead, they tended to follow others’ opinions without giving reasons (lines 4 and 5).

In another example, shown in extract 6.3 below, when one of the students did not know the English word (line 2), another student told her what to say in English (line 3). There was

evidence of peer scaffolding during the group discussion. The students listened to their friends, responded to others' opinions, and provided support. However, they did not demonstrate sharing opinions, exchanging ideas or developing thinking. The students only demonstrated English conversational skills (lines 5, 9, and 11), practised turn taking (lines 5 and 12), and demonstrated peer scaffolding (lines 2, 3, and 4).

Conversational extract 6.3. (Lesson 12, Year 4)

1. Yugi : What do you like the most about school?
2. Bella : I like the ... *guru Bahasa inggrisnya apa sih?*  
: I like the ... what is 'guru' in English?
3. Yugi : Teacher. (**Peer-scaffolding**)
4. Bella : I like my teacher.
5. Fira : Now, my turn.  
: What are you doing in this place? (pointing to playground picture)
6. Sigit : I am playing.
7. Yugi : *Swimming mah berenang*  
: Swimming is 'berenang' (translating into Indonesian language).
8. Sigit : I said playing, not swimming. (**Confirmation**)
9. Fira : With whom do you usually go to this place?
10. Sigit : My brother.
11. Fira : What do you like about that place?
12. Yugi : Hei, *Kenapa kamu kamu lagi? Aku eun ih.* (**Initiation/request**)  
: Hei, why you again? It's my turn to speak.

To develop the students' dialogic skills, the teacher assisted them to share opinions. Moreover, several supports or scaffolds provided by the teacher, included supervising, questioning/clarifying, and providing a guide for peer feedback/reflection guide (Gusrayani,

2017). For example, one of the topics was “Healthy food”. The students were asked to identify their favourite fruit. The teacher checked the students' activity (see line 1, conversational extract 6.4). She also introduced group work step by step so that the students could get used to the dynamics and processes of educational peer talk. Moreover, she asked the students to practise dialogue based on the discussion topic (line 2, conversational extract 6.4).

Conversational extract 6.4. (Lesson 14, Year 4)

1. T : *Gimana grup Luna? udah belum? Coba lihat.*

: How about Luna's group? Are you done? Let me check. (**Supervising**)

2. T : *Coba lihat jenis buah2an yang ada di kertas.*

*Mana buah kesukaan kalian?*

*Jelaskan ke temen2.*

: Take a look at the types of fruit on the paper.

Which one is your favourite? And why?

Explain to your friends. Share your opinion, and give a reason.

Following this, conversational extract 6.5 below shows evidence that the teacher supported the students by questioning (line 1), and modelled giving a reason and responding to a question (line 2). Finally, she gave peer feedback/reflection guides to students (line 3).

Conversational extract 6.5. (Lesson 14, Year 4):

1. T : What picture do you think it is? (**Questioning**)

2. T : You could respond, I think it is orange juice because the colour of the water in a glass is orange. (**Clarifying**)

At the end of the lesson:

3. T : What have you learned from this activity? (**Giving reflection guide**)

4. T : You could give your opinion and share it with your friends.

## CHAPTER 6: Group work that nurtures students' thinking skills

Through the scaffolding provided by the teacher (supervising, questioning/clarifying, modelling, and giving the feedback/reflection guide), she allowed the students to create ideas collaboratively (line 4, conversational extract 6.5) (Rao et al., 2002). Generally, the teacher provided them with the opportunity to stimulate their thinking, generate ideas, and exchange information in peer-supported learning. As a result, the students could develop their thinking during collaborative learning, as shown in the conversational extract below.

Conversational extract 6.6. (Lesson 6, Year 4)

1. Yugi : *Aku baca dananya duluan*  
: I will read and ask you.  
Why did the girl join the dancing course? (Reading question)
2. Sigit : Because she loves dancing.
3. Yugi : Now, you ask Fira.
4. Sigit : How about you, what do you think, Fira? (Developing question)
5. Fira : Because she like dancing. That's it. I have answered it.
6. Bella : Why the girl goes by train?
7. Sigit : To be a professional dancer.
8. Fira : She wants to join the competition.
9. Bella : Agree, join the dance competition
10. Yigi: : *Soalnya dia kan lomba pengen ikutan lomba dansa*  
: Because she wants to go to the dance competition  
: *Matakan naek kereta rek ikutan lomba*  
: So, she goes by train to join the competition
11. Sigit : *Tapi, mun teu resep dansa moal ikut kompetisi, soalnya si eta resep dansa jadi meh propesional*

: But, if she doesn't like dancing, she will not join the competition, it is because she likes it and wants to be a professional dancer

12. Sigit : Look at the question, why did the girl go by train?

13. Fira : Woy ... *sama atuh woy, si eta kan resep dansa jadi ikut kompetisi*

: Woy ... it is the same, she wants to go to a competition because she likes dancing and wants to be a professional dancer

14. Sigit : Ok same, hahaha, go on!

Conversational excerpt 6.6 shows increased opportunities for peer talk (lines 10, 11, 12, 13, 14). The students naturally shifted from their first language (L1, Indonesian) to English as a foreign language (EFL). This gradual shift from L1 to EFL increased the opportunity for peer talk. Furthermore, extract 6.6 demonstrates a learning conversation. It shows attempts to manage the group dynamics. The extract shows how the students managed the task and developed questions (lines 1, 3 4).

The details of passages that show 'interthinking' (Mercer, 1994) in group talk will be discussed in the following section.

### **6.3. Interthinking**

Interthinking is the joint engagement with one another's ideas to think and solve problems together (Mercer, 2000). In terms of thinking skills, EFL students in the current study needed to be guided to understand how to talk with friends in groups. Specifically, the students needed to learn to solve problems related to English lessons and ideas independently. In this case, the teacher had an essential role in managing classroom participation and stimulating the students' language production. The need for students to receive the teacher's guidance was crucial because they could not carry out discussions effectively without her supervision. It is important to note that the teacher was required to encourage such effective learning dialogue.

Consequently, it was necessary for her to monitor the students' learning. Allowing them to share and think about their ideas provided all group members with an opportunity to learn and reflect (Dawes, 2008).

In the current study, to support the students' engagement in talking and thinking together (Mercer et al., 2019), the teacher provided ideas for group dialogue to be developed by the students in the group. Instead of students waiting for the teacher to provide questions, as in teacher-centred teaching, the teacher asked them to create their own questions for their peers.

Conversational extract 6.7. (Lesson 13, Year 4)

1. T : Yugi, you ask Bella. Ask her a question.
2. Yugi : *Nanya bebas Ms.*  
: Free question Ms.
3. T : Ya, free, ask her opinion.
4. Yugi : Bella, when do you need a doctor?
5. Bella : When I am sick.
6. Sigit : If I am sick, I stay at home.
7. Fira : Why you don't see the doctor? (**Developing free question**)
8. Sigit : I take medicine at home.
9. Yugi : Hey, how about sick like crazy?  
: You know, like crazy person? (**Developing free question**)
10. Sigit : Sick like crazy?
11. Sigit : I don't know.

During the implementation of group work, the teacher allowed the students to explore their thoughts by giving them a chance to have a free discussion (line 1). The teacher explained the kinds of questions that the students could ask, such as questions that asked for opinions (line 3). As a result, the students could develop ideas by extending questions in the dialogue (lines 7

and 9). Moreover, Fira and Yugi practised using critical questioning, such as “why” (line 7) and “how” (line 9). After that, the students exchanged ideas with peers and compared answers (lines 6, 7, 8, 9, 10) and this related to Mercer’s (2000) definition of interthinking. Indeed, the teacher encouraged them to be involved in regulating the learning process (line 1), in which students expressed their thoughts collectively and engaged with other’s ideas through spoken language (Mercer, 1995).

However, when the students practised interthinking by exchanging ideas to solve problems together, off-task conversations occurred during the group discussions. This study did not focus on types of on-task and off-task talk. Rather, it emphasised support for students to participate in classroom communication, to build effective conversations in small group work. On-task dialogue (engagement) in the classroom was observed when students were sharing, helping, inviting, and building ideas together. In contrast, off-task dialogue was observed when they were fighting, arguing, and not talking, as shown in extract 6.8 below which includes students discussing a Disney movie clip titled *A Good Dinosaur*.

Conversational extract 6.8. (Lesson 8, Year 5)

1. Sani : *Ceritain apa?*  
: What should we explain?
2. Dira : Dinosaurs and people.
3. Cinta : *Ini gimana?*  
: How about this one?
4. Putri : *Itu diceritain yang tadi film?*  
: Should we discuss about the movie?
5. Dira : Yes, of course.
6. Putri : *Enggak, aku gak mau*  
: No, I don't want to do that.

7. Sani : *Aku gak ngerti ceritanya*  
: I don't understand the story

(They were silent)

As can be seen in extract 6.8 above, the students did not want to discuss the movie. Their short exchanges indicated unwillingness and barriers to thinking together (Mercer, 2014) and the conversation did not continue. Significantly, they needed to be instructed on how to share in groups. This was a practical point about the classroom practice, where the teacher cut the duration of the film and showed a movie clip to the students. This was a part of the discussion plan that may have interfered with the effectiveness of group activities. Consequently, the teacher needed to be careful in selecting material for the students.

#### **6.4. Types of group talk that reveal students' thinking skills**

In this section, the focus is on how the students collaborated with their peers in groups on a particular topic. Social learning practises, analysed in the study of group talk, focused on students' dialogue. Students' perspectives on group activities, in relation to their speaking and learning behaviours, provided insights into the processes of listening, speaking, and thinking that developed over time. This linked to research questions of this study that focus on improving students' thinking skills and engaging students in spoken interactions. Conversations in EFL lessons and group-work activities were related to the students' listening, speaking, thoughts, opinions, and reasons (Dawes, 2008). Indeed, each group activity included a group contribution, in which the students worked towards a common goal of fulfilling an assignment through dialogue.

Mercer's typology of talk was used in this study. The aim was to explore examples of effective group talk by listening to the students when they practised English in groups and analysing their conversations. The teacher asked all students to work together on tasks. Audio



recordings from the eight selected students (working in two groups of four) formed the data set and was analysed using Mercer's typology of talk. Specifically, this analytical tool was important for this study as it allowed the researcher to recognise how the students' discussion impacted their thinking. The transcripts recorded students' conversations during peer-supported learning. The conversations were categorised as disputational talk, cumulative talk and exploratory talk. Disputational talk revealed when the students were in competition, disagreement, and when there were few attempts to share ideas or offer suggestions. In the cumulative talk the students demonstrated positive, collaborative learning. However, they followed other friends' ideas without justification, and the type of talk was characterised by repetition. Finally, exploratory talk appeared when the students were critically engaged in group activities. They constructed their ideas together, requested reasons, and offered suggestions for joint consideration. To illustrate the analysis, samples of interaction from the students' dialogue in English lessons are presented below.

#### **6.4.1. Year 5 group talk**

##### **A. Disputational talk (arguing)**

Conversational extract 6.9. (Lesson 7, Year 5).

1. Cinta: *Jadi gimana ini?*

: How about this?

2. Putri: This...

4. Sani: *Digambar kayaknya deh*

: I think we should draw it.

7. Cinta: *Tulis aja*

: Just write it down.

8. Sani : *Masa Cuma ditulis?*

: Why write only?

9. Dira : *Tulis aja jd cepet*

: Just write it, make it fast.

10. Sani: *Aku mah mau digambar*

: I want to draw it.

11. Dira : It's difficult.

12. Putri: *Gimana gambar gunting?*

: How to draw scissors?

: I can't draw

13. Sani: Just draw it.

Extract 6.9 shows that there were short exchanges that consisted of assertions. The students argued, and Sani seemed to have a strong will to draw the picture (line 10). Their conversations were characterised by individualist turn taking and disagreement.

### **B. Cumulative talk (repetition)**

Conversational extract 6.10. (Lesson 9, Year 5).

1. T: : *Kelelawar tidurnya di malam hari nggak?*

: Do bats sleep at night?

2. Sani : No, oops, yes!

3. T : Really?

4. Sani : Eh, no.

5. Putri: No.

6. Dira : *Kelelawar tidurnya siang*

: Bats sleeps during the day.

7. Cinta: *Oh ya, aku inget! kelelawar tidurnya siang*

: Oh ya, I remember! Bats sleep during the day.

Based on conversational extract 6.10, the discussion topic was "True or false". The students considered the question: "Do bats sleep at night, is it true or false?" Cumulative talk appeared when the students agreed with each others' ideas without examining whether the ideas aligned with their own responses or followed a friend's answer, such as Cinta's response in line 7.

**C. Exploratory talk (sharing ideas)**

Conversational extract 6.11. (Lesson 8, Year 5).

1. Dira: *Jadi si Arlo sama si Spot tuh, gimana Put?*

: So, how's Arlo and Spot, Put?

2. Putri: I don't really understand.

3. Dira: Sani, how's the story?

4. Sani: *Mereka punya keluarga masing masing*

: They have family.

5. Dira: *Ok, terus kenapa tadi si arlo sama spotnya jalan jalan jauh?*

: Ok, but why Spot goes away?

6. Sani: Because ...

7. Cinta: *Bantuin Arlo pulang kerumahnya*

: Spot helps Arlo to go home.

8. Sani : Because they have family, they want to go home.

9. Putri: So, *ini tentang menolong?*

: So, is it about helping?

10. Cinta: About meeting.

11. Dira : Oh ... meet.

12. Cinta : *Mereka berpisah and met.*

: They separated and met.

13. Dira : Ok.

“Exploratory talk allows a reasoned exchange of ideas and opinions” (Dawes, 2008, p. 108). From the brief conversational extract 6.11 above, the feature of exploratory talk were evident when Dira (lines 1, 3, 5) asked another's opinions, and other students gave reasons (lines 7, 8, 12). The students used their language to think rationally, and evaluated each other's ideas in peer-supported learning. They shared understanding in the discussion. The conversation, as shown in extract 6.11, helped the students to develop their thinking as individuals. Further explanation about the varieties of talk can be found in Mercer's (1995) study. The sample of students conversation in extract 6.11 shows practical ways of understanding students' speech in groups. The progress in speaking that this study expected to see was evident when group members engaged in sharing ideas. They offered suggestions for joint consideration (line 8) and requested reasons (line 5). Contributions were treated with respect, and progress emerged from mutual agreement, where decisions belonged to the whole group. However, engaging in critical thinking was a challenge for the students. Most of the illustrative examples showed students' use of their L1 mother tongue; the use of English was lacking.

#### **6.4.2. Year 4 group talk**

##### **A. Disputational talk (arguing)**

Conversational extract 6.12. (Lesson 6, Year 4).

1. Yugi: Which character you don't like?

: *Apa jawabannya?*

: What is your answer?

: My answer is the coach.

2. Sigit: Hah? *Naha pelatih?*

: Hah? Why coach?

3. Yugi: *Bae we*

: It's up to me.

4. Fira : *Si eta mah aneh*

: You are weird.

5. Sigit: *Pelatih kan baik di ceritanya*

: The coach is good in the story.

6. Yugi: *Bae we*

: It's up to me.

7. Sigit: Fine. Up to you. Continue!

The disputational talk, as shown in conversational extract 6.12, was characterised by disagreement. Sigit and Fira (lines 3 and 4) could not agree on Yugi's statement (line 1). It was interesting how Sigit (line 7) let the conversation go along without negotiating ideas or asking Yugi for a reason to. In another activity below, the students were asked to work together to share their opinions regarding the lesson behind a story depicted in a video clip on the screen.

### **B. Cumulative talk (repetition)**

Conversational extract 6.13. (Lesson 6, Year 4).

1. Sigit : *Sekarang aku kesini kamu kesini.*

: Now, I am here and you are there (**managing the task**)

2. Yugi : *Sekarang kamu yang pertama sok*

: Now you are the first.

3. Yugi : Speak loud!

4. Fira : *Kamu dulu, aku gak mau, jangan aku*

: You first, I don't want to be the first, not me.

5. Yugi : What lessons can be drawn from this story?

6. Sigit : Never give up.
7. Bella : Never give up.
8. Yugi : Never give *apa*?  
: Never give up on what?
9. Fira : Dream.
10. Sigit : I think, never give up (**using sentence starter “I think”**)
11. Fira : Never give up in dream.
12. Bella : Agree
13. Yugi : *Sama*  
: Same

The conversational extract 6.13 revealed that the students were engaged in their learning. Most of the students delivered answers in English. However, much of their talk was cumulative talk (lines 7, 8, 9, 10, 11, 12, 13). Bella, Yugi, Sigit, and Fira continuously told each other what they were thinking. Their talk was primarily about managing turn taking without questioning or disagreement. The cumulative talk showed a lack of deep thinking because they only repeated the answers. The following conversation was an example of exploratory talk. Conversational extract 6.14 below showed that the students were engaged in collaborative learning.

### C. Exploratory talk (sharing ideas)

Conversational extract 6.14. (Lesson 6, Year 4).

1. T : *Ok ini terakhir. Jadi menurut kalian moral story dari si film itu apa? Tadi kan udah ngobrol kalo ada tmn yg nakal apa yang akan kamu lakukan?*
- : Ok, this is the last one. In your opinion, what is the moral value of that video? For example, if you have a problem with friends or if your friends are naughty, what will you do?"

2. T : Start from now.

3. Sigit : Tell the teacher.

4. Yugi : *Jangan bilang2 ke ortu*

: Don't tell parents.

5. Sigit: Tell teacher, not parents.

6. Fira : *Kalo temen nakal, laporin ke guru, aku mah gak mau ngasihtau mamah.*

: If there is a naughty friend, I don't want to tell my parents.

7. Fira : *Mereka bisi khawatir*

: They will worry.

8. Yugi : *Kata aku mah harus ngomong ka ortu.*

: I think, your parents should know.

9. Bella : First, tell teacher.

10. Sigit : *Iya harus bilang ke guru soalnya mereka kan di sekolah nakal nya.*

: Ya, tell the teacher because the teacher knows naughty students at school.

11. Yugi : *Terus ke ortu gimana?*

: How about parents?

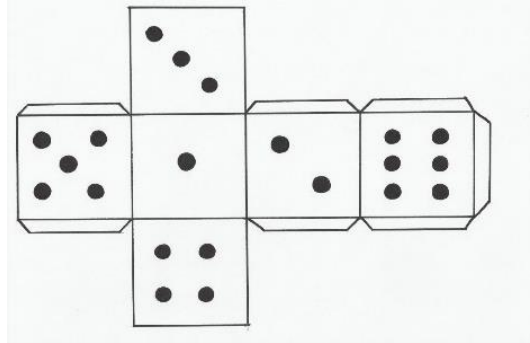
12. Fira : *Bilang ke guru baru ke ortu.*

: Tell the teacher, then parents.

13. Yugi : Ok.

It can be seen that the students shared each other's ideas and suggestions for mutual consideration. The decision arose from a joint agreement, and it belonged to the whole group. The objective of the exploratory talk in conversation 6.14 was to reach agreement. In the task, students explored the different possible answers. They exchanged ideas and shared information to solve problems.

In another discussion, the teacher provided an activity for building ideas together. The topic was the snakes and ladders game. In this activity, she asked the students to firstly make dice, and then play games by following instructions in a handout. They had to work with partners to discuss and solve the problem of how to make dice from paper (see Figure 6.2).



**Figure 6.2. Example of a student problem-solving task**

Conversational extract 6.15. (Lesson 8, Year 4)

1. T : All you have to do is you have to make the dice by following the instructions from the handout. You discuss with your partner and share tasks.
2. Yugi : *Oh ini kertas nya harusnya digunting jadi dadu.*  
: Oh, this is the paper. The paper needs to be cutting to make the dice.
3. Fira : *Aku yang gunting. Aku jago gunting.*  
: I'll cut the paper. I am good at cutting.



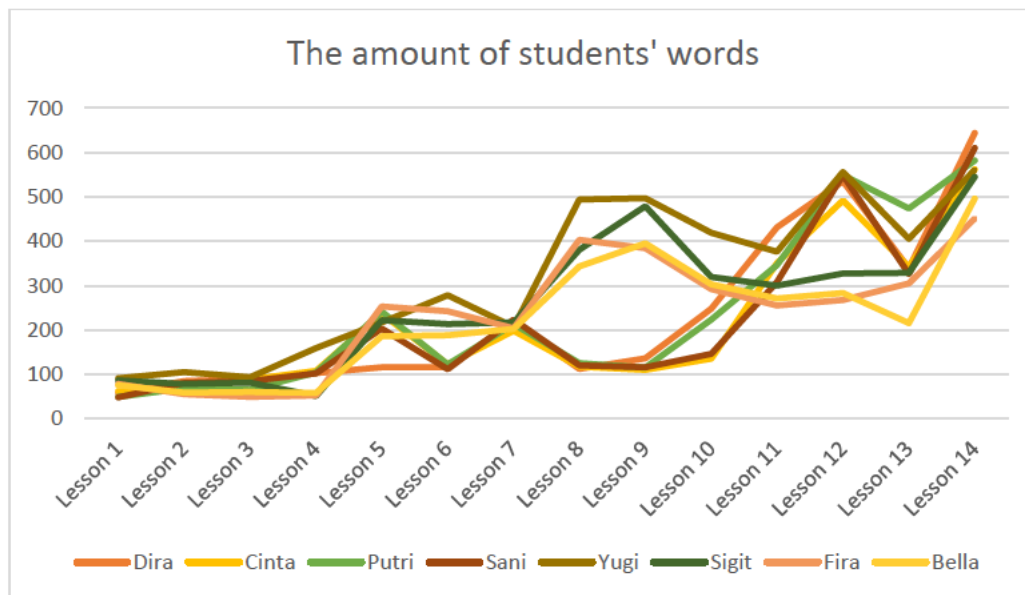
4. Sigit : Ok, you do that. And stick with 'lem' (glue) (**Mixed language**)
5. Fira : Does it cut according to this? Huh?
6. Sigit : *Ikutin garis nya biar jadi dadu.*  
: Follow the line to make the dice.
7. Yugi : Follow the shapes. You follow 'garisnya' (the lines) (**Mixed language**)
8. Bella : *Ini apanya?*  
: What's this?
9. Fira : You glue this.  
You 'lem' this. Cut 'kertasnya' (**Mixed language**)  
You glue this. Cut the paper.
10. Sigit : *Nanti kertas nya biar nempel.*  
: Stick the paper with glue.
11. Bella : How stick this?
12. Fira : *Ikutin garis nya, jangan gunting yang warna putih, terus lipet, dan tempel pake lem ini.*  
: Follow the line, don't cut the white colour, fold it, then stick it together, use this glue.
13. Yugi : Ok, It's a square now.

Based on extract 6.15, the teacher explained that the students should work together, decide on their job in groups, and together solve the problem of creating a dice from paper. She provided glue and scissors so that they could produce a dice before playing the snakes and ladders game. In this activity, the students learned by providing service to others. Significantly, conversation 6.15 combined the two languages. This was a powerful example of how they shifted from monolingual to mixed language use (a bit of English and a bit of Indonesian) (lines 4, 7, and 9). This language shift can be seen as a valuable step towards more fluid English-only

conversations.

### 6.5. The frequency of talk in students' collaborative activities

In terms of group work that facilitates students' verbal communication, there were similarities between the results of observations and audio recordings. To identify the students' improvement in listening, speaking, and thinking skills, this researcher counted every English word produced by the eight selected students from lesson 1 to lesson 14. These words included not only those assessed to be correct, but any English words produced during conversations in the research period. This study examined the students' conversations when they collaborated with peers. The aim was to identify the students' language production during collaborative learning.



**Figure 6.3. The frequency of talk (the number of words in the target language)**

Figure 6.3 above shows the frequency of the students' talk and, although the numbers fluctuated, it illustrates the improvement in students' verbal communication in English after learning EFL in a group. The extracts below show examples of the fluctuations evident in students' conversations.

## CHAPTER 6: Group work that nurtures students' thinking skills

### Conversational extract 6.16. (Lesson 6, Year 4)

1. Yugi : When the girl goes by train, how does she feel?
2. Fira : Sad.
3. Bella : Sad.
4. Yugi : Ok.
5. Bella : Yes. Sad.
6. Fira : Sad, *nurutan*  
: Sad, you copy me.
7. Yugi : Happy.
8. Fira : Ok.
9. Sigit : Udah gitu aja?  
: Is that all?

### Conversational extract 6.17. Lesson 6, Year 4

1. Sigit : *Udah. Yang ini.*  
: It's done. This one.  
: The last one.
2. Yugi : Why it seems like other dancers hate her?
3. Fira : *Karena iri*  
: She envies her.
4. Fira : Come on Bel! (encouraging friend)
5. Bella : Her or here?
6. Sigit : Her (**peer-supported**)
7. Sigit : Now, Bella.
8. Bella : Because ... her talent.
9. Yugi : Ok

10. Yugi : Your turn, Sigit.

11. Sigit : She's talented.

Based on transcript 6.16 for example, Bella, who did not say much in the first lesson and often followed her friends' opinions during group work (lines 3 and 5), could collaborate and speak English a bit by conveying her own opinion (see conversational extract 6.17, line 8). Bella's friends in the group helped her when she was unsure about the English pronunciation (line 6, conversational extract 6.17). She spoke during group work, and her conversation in English started to improve in lesson 5 (Figure 6.3).

However, Figure 6.3 shows that four students displayed a decrease in speaking in lesson 10. Four other students displayed a decrease in the eighth lesson and a rise again in the twelfth lesson. These fluctuations in the students' conversations were related to the themes of the lessons. Moreover, peer support impacted on effective group work. In lesson 13 for example, all students did not say much during the group-work activity.

Conversational extract 6.18. (Lesson 13, Year 4)

Yugi : So, what is your parent's job?

Sigit : I don't know.

Yugi : Your dad? Your father?

Sigit : *I don't know Bahasa Inggris nya tukang pijit apa.*

: I don't know what massage therapist is in English.

: That's it.

Yugi : Bella, what is your parents' job?

Bella : *Aku gak tau apa itu nama nya*

: I don't know what to say about it. (She did not answer Yugi's question).

As shown in conversational extract 6.18, the students did not have much to say because the "Occupation" topic discussed in the thirteenth lesson was unfamiliar to them. Moreover,

some students seemed embarrassed and did not want to mention their parents' jobs. Indeed, the teacher needed to exercise care in making decisions on the material to be discussed by the students. Thus, it is important to note that the teacher was required to employ familiar and interesting topics that were appropriate to the students' needs and ages: material that could engage them in participation.

Fortunately, as can be seen in Figure 6.3, the topic of lesson 14 was familiar to all students so the discussion in the final lesson ended very well.

Conversational extract 6.19. (Lesson 14, Year 5)

1. Sani : Is zoo your favourite place? Why?

2. Dira : *Banyak binatang, ari kamu!*

A lot of animals, you know!

3. Sani : How about a swimming pool?

4. Sani : Do you like the swimming pool?

5. Putri: *Aku suka pergi ke sana*

I like going there.

6. Cinta: Do you know this place? (Showing a museum picture)

7. Sani : It's near ITB (Institute of Technology Bandung)

8. Cinta: How to get there? Do you like going there?

9. Dira : *Naik angkot, terus turun depan kebon binatang*

Take the *angkot*, and then get off in front of the zoo. (*Angkot* is public transportation in Bandung city).

10. Putri: No, take *angkot, terus turun depan masjid*

No, take the *angkot*, and get off in front of Salman Mosque.

11. Sani: *Bisa dua2 nya meureun, di depan kebun binatang dan masjid.*

Maybe both, you can get off in front of the zoo or mosque.

12. Cinta: Ok, take *angkot* kalo mau ke sana.

: Ok, take *angkot* to get there.

Extract 6.19 suggests the students enjoyed talking about public places. They were speaking enthusiastically. They provided different views (lines 9, 10, and 11). Cinta (line 8) seemed curious to know the way to the museum. Moreover, Dira and Putri (lines 9 and 10) shared their knowledge to help Cinta.

Overall, all students began to improve their speaking by the fifth meeting, when group work was carried out for the first time (Figure 6.3). Further, based on the audio recordings from eight selected students, the discussion topics and peer support were factors that triggered the students to share opinions, since they could rely on their prior knowledge (Wallace, 2007). Therefore, the topics and the strategies used by the teacher influenced the interaction in the language classroom.

However, the superficial feature of the number of English words produced by the students, differed from their quality of talk. The change in the number of English words revealed very little about the quality of their thinking. Developing ideas together requires more than taking turns and using English words to communicate (Vass & Littleton, 2010; Mercer & Littleton, 2007). English group discussion was often unproductive as children were not speaking much in English. Consequently, the teacher was required to prepare material appropriate to the students' interests before implementing the group-work strategy. Accordingly, future discussion topics and group-work activities should be designed to encourage students to collaborate in English.

## 6.6. Conclusion

This chapter presents data analysis to address the second research question: How does scaffolded group work improve current EFL practices for engaging students in spoken interaction and its second sub-question: How does group work nurture students' dialogic skills?

Regarding collaborative learning to nurture students' dialogic skills, the teacher offered students a learning choice by allowing them to create their own questions for discussion and build ideas together. This study revealed that the teacher scaffolded students' learning during the group-work process by: supervising activities, questioning/clarifying, and giving feedback and reflection guides. Moreover, this study demonstrated that the nature of the task or topic shaped the nature of thinking. For this reason, the teacher was supposed to supervise students learning in groups and provide attractive materials to facilitate collaboration.

The present study discovered three different types of group talk during group discussions: disputational, cumulative, and exploratory talk (Mercer, 1994). Cumulative talk appeared in each lesson as the pattern of students' conversations. The data from audio recordings found that cumulative talk was dominant in the EFL classrooms because the students conducted uncritical agreement to complete the tasks. Although not as productive as exploratory talk in classroom dialogue, cumulative talk was used by the students as part of the negotiation process, to build rapport and respect peers within groups. The helpfulness shown by an individual partner in a group was a tribute to that student's motivation. However, the teacher rarely told the students explicitly what group work in English lessons was for. Instead, she assumed that the students could do collaborative learning by themselves. As a result, the cumulative talk pattern appeared and dominant in every lesson. Further, disputational talk less evidenced.

Exploratory talk does not come naturally to children (Dawes, 2008). By looking at the students' experience and relationship with the teacher and peers, it is not easy to encourage

them to learn to work in a group effectively, especially in relation to sharing and solving problems using English. To encourage exploratory talk, the teacher needs to make the students aware that the practices of listening and speaking are tools for thinking together and exploring each other's ideas, for example, by showing them how to ask friends for reasons. Further, during this study, the topic or themes determined the quality of the tasks. A task that the teacher arranged based on daily routine activities did not require logical reasoning or exploratory talk. These findings need to be considered within the norms of the Indonesian cultural context. Future extension of this scaffolded group work strategy is to develop this research further towards engaging students in authentic debate and critical discussion.

When the students learned EFL through collaborative learning, it was evident that some students could not talk confidently. This happened because they did not know what to say in English, or were too shy to speak and agree with others' opinions. At the same time, some did not listen carefully to others. The role of the teacher was to be aware of these effects and overcome them to enhance the students' progress in learning. Regardless of her capacity in teaching, the teacher devoted a lot of effort to planning good practices, and implementing a group-work strategy in EFL lessons to support students' dialogic skills.

In the present study, group-based learning of EFL could not be completely separated from teacher-centred classroom practice. Nevertheless, the shift from the use of mainly Indonesian to a mix of English and Indonesian was a practical step towards more fluent English conversations. This transition required a lengthy process. Indeed, Indonesian language in the discussion could not be completely eliminated from EFL classrooms because the students did not use English in daily conversation.



## **CHAPTER 7**

### **Group work that impacts on the affective dimensions of students' learning experiences**

#### **7.1 Introduction**

The findings in this Chapter 7 are presented based on data identified from different sources: classroom video observations, audio recordings of eight selected students in groups, the teacher's and students' reflections, and the interview. The theme identification was based on the third sub-question of the second research question: How does group work impact the affective dimensions of students' learning experiences? This chapter reports on changes in the English teacher's practice as a result of her engagement in students' language development. In this chapter, five key findings of students' engagement including: (1) voice, (2) control, (3) ability, (4) position, and (5) attitude toward EFL learning, demonstrate the impact of the group-work strategy on the students' language learning experiences.

#### **7.2 The impact of scaffolded group work on the affective dimensions of students' learning experiences**

This section discusses the impact of scaffolded group work on the affective dimensions of students' learning experiences. Language classrooms are referred to as face-to-face engagement sites. In a foreign language environment, feeling safe to communicate in English is needed by students (Jacobs & Renandya, 2016). Furthermore, the classroom ambience is one of the influential factors to develop students' potential in learning (Cole, 2009).

## CHAPTER 7: Group work that impacts on the affective dimensions of students' learning experiences

In general, the students needed support from the teacher. As discussed in Chapter 4, during the preliminary phase all students did not participate in class. It was challenging for the teacher to work with the primary EFL students who had little basic English knowledge. Consequently, in this second phase, the teacher supported them by giving feedback not only in response to their answers but also on students' mistakes in speaking. Instead of focusing on the student's errors, the teacher gave balanced feedback and positive attention. An example of this is as follows.

Conversational extract 7.1. (Lesson 8. Year 4)

1. Fira : *Ms. kayak gini?*

: Ms. Is it like this?

2. T : *Bukan gitu, gak bisa kayak gini, itu harusnya digunting dulu, tapi itu sudah bagus.*

Good try.

: It's not like that, you shouldn't do that. This part should be clipped, but it's already good. Good try.

3. T : Now continue!

Extract 7.1 shows that the teacher not only corrected errors but also pointed out the area of the student's excellence (line 2). Further, she encouraged them to continue the discussion (line 3).

According to Munns et al. (2013), the learning process should be designed for high levels of cognitive (thinking), affective (feeling), and operative (doing) to encourage students' language learning. However, a shift from individual learning to a high level of the students' engagement in classroom participation was challenging for the teacher. Accordingly, she motivated the students to enjoy doing the task. She showed the area of extrinsic motivation by saying, for instance: "You can do it", "I know you can finish it", "It's easy", "I know you can do that". The teacher offered the students opportunities and motivated them to participate in

spoken interaction, so there was balanced interaction between cognitive, affective, and operative learning processes.

### 7.3 Students' engagement in the classroom

This section presents the changes in student engagement before and after group-work implementation. The concept of 'powerful classroom messages' (Bernstein', 1996) contributed to this study regarding the students' engagement, especially relating to how they had power in their learning and classroom communities. A powerful classroom is related to students' progress and ability. This consists of students' knowledge, ability, control, place and voice (Munns et al., 2006).

During this research, the students felt that they belonged to the classroom community when they learned in a group with peers. As a result, they participated in classroom interaction (line 4), as can be seen in the following transcript.

A student's verbal reflection 7.1.

1. Teacher : What do you like from learning English in group?
2. Dimas : *Karena jadi bisa ngelakuin apa aja.*  
: I can do what I like.
3. Teacher : What do you like best?
4. Dimas : *Bisa bebas apa aja*  
: I can talk about anything.

Student engagement in the learning process is a key factor in successfully implementing classroom pedagogies to improve their learning outcomes (Munns & Woodward, 2008). The result of classroom observations and audio recordings revealed that the teacher made five changes in students' engagement: (1) student voice, (2) control, (3) ability, (4) position, and (5) attitude toward EFL learning (Munns & Woodward, 2008). The following descriptions present

those five changes that were obtained from the students' learning process and experience in the classroom as different negative (disengaged) and positive (engaged) involvement (see the study by Munns & Woodward, 2008).

### 7.3.1. Students' voice toward EFL learning

Phase 1 (preliminary phase) (Disengaged in the activity)	Phase 2 (implementation phase) (Engaged in the activity)
<p><b>Conversational extract 7.2.</b> (Lesson 3, Year 5/see Chapter 4):</p> <p>1. T (teacher) : <i>Ada yg tahu artinya? Apa itu dream house?</i> Does anyone know? What does a dream house mean?</p> <p>2. Ss (students): Silent (did not answer the question).</p> <p>3. T : Ibey?</p> <p>4. Ibey : <i>Mimpi rumah</i> : Dreaming house</p> <p>5. T : <i>It is rumah impian</i> in Bahasa Indonesia (corrected the student's answer)</p>	<p><b>Conversational extract 7.3.</b> (Lesson 12, Year 4)</p> <p>1. Fira : With whom do you usually go to this place?</p> <p>2. Sigit : My brother.</p> <p>3. Fira : What do you like about that place?</p> <p>4. Yugi : <i>Hei, Kenapa kamu kamu lagi?</i> <i>Aku eun ih</i> : Hei, why you again? It's my turn to speak. (Initiation/request to speak)</p>

Before group-work implementation, the students kept silent unless the teacher asked them to talk. Based on the conversational extract 7.2 (line 2) above, it can be seen that the students followed the teacher's instructions to do the task, and when the teacher asked them to answer the question, they did not respond to the teacher's question. However, in the second phase, the students had the power to express their ideas. They requested to speak and participated in the topic being discussed (line 4, conversational extract 7.3).

### 7.3.2. Students' control toward EFL learning

Phase 1 (preliminary phase) (Disengaged in the activity)	Phase 2 (implementation phase) (Engaged in the activity)
<p><b>Conversational extract 7.4.</b> (Lesson 2, Year 5/see Chapter 4)</p> <p>1. T : Atin, please read the question. 2. Atin : Ok. : I've got four legs. I've got brown and yellow body. I'm very tall and thin. 3. T : Nadira, what is the answer? 4. Nadira : <i>Jerapah</i> Giraffe</p>	<p><b>Conversational extract 7.5.</b> (Lesson 8, Year 5)</p> <p>1. Sani : <i>Siapa dulu yang ngomong? Kamu aja Cinta, tanya duluan! Nanti gantian, abis itu.</i> : So, who will speak first? Cinta, you speak first. You ask the question! We talk in turn. (Managing the task) 2. Putri : Ok. Cinta, now you ask me.</p>

As presented in extract 7.4, during the preliminary phase, the teacher asked the students to speak, and they responded to the teacher's questions (lines 2 and 4, conversational extract 7.4).

In the second phase of the research, it was observed that the students had control to manage their group actions and tasks by themselves (lines 1 and 2, conversational extract 7.5).

### 7.3.3. Students' ability toward EFL learning

Phase 1 (preliminary phase) (Disengaged in the activity)	Phase 2 (implementation phase) (Engaged in the activity)
<p><b>Conversational extract 7.6.</b> (Lesson 1, Year 5/see Chapter 4)</p> <p>1. T : Cinta, your friend, Tiara, has just mentioned her hobby. What is Tiara's hobby? Answer my question! 2. Cinta : <i>Gak tau.</i> : I don't know.</p>	<p><b>Conversational extract 7.7.</b> (Lesson 8, Year 5).</p> <p>1. Putri : So, <i>ini tentang menolong</i> : So, this is about helping 2. Cinta : About meeting 3. Dira : Oh... meet 4. Cinta : <i>Mereka berpisah and met</i> : They separated and met. 5. Dira : Ok. 6. Dira : Finally, we can do this, yeah. 7. Cinta : Hurray, we complete the task</p>

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Conversational extract 7.6 shows that the students struggled over classroom time. They said: “I do not know”. In contrast, conversational extract 7.7 shows that they shared classroom time during group-work activities and said: “We complete the task”. The feeling of being able to complete the task together demonstrated that the students were capable of learning English independently through peer-supported learning. Furthermore, the change of students' feedback, from “I don't know” (line 2, conversational extract 7.6) to “Finally we can do this” (line 6, conversational extract 7.7), showed their achievement in talking and improvement regarding their ability to do the English task together. When the students were engaged in the classroom, they were successfully involved in tasks and had positive feelings toward their work and peers (Munns & Woodward, 2008).

### 7.3.4. Students' position toward EFL learning

Phase 1 (preliminary phase) (Disengaged in the activity)	Phase 2 (implementation phase) (Engaged in the activity)
<p><b>Conversational extract 7.8.</b> (Lesson/see Chapter 4)</p> <p>1. T : Some of your friends have mentioned their hobbies.</p> <p>Then, the teacher came close to one of the students:</p> <p>2. T : Dewi, do you have a hobby?</p> <p>3. Dewi : Yes.</p> <p>4. T : Sigit, do you know what your friend's hobby is?</p> <p>5. Sigit : No.</p>	<p><b>Conversational extract 7.9.</b> (Lesson 12, Year 4)</p> <p>1. Yugi : What do you like about school? <b>(question)</b></p> <p>2. Bella : I like the <i>guru. Bahasa inggrisnya apa sih?</i> : I like the ... What is <i>guru</i> in English?</p> <p>3. Yugi : Teacher <b>(peer-scaffolding)</b></p> <p>4. Bella : I like my teacher <b>(response)</b></p>

When the students learned individually, they were not involved in the topic being discussed (line 5, conversational extract 7.8). Nevertheless, in collaborative learning, the students demonstrated peer scaffolding, and they helped each other, as shown in the example in

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conversational extract 7.9, line 3. Those two conversational features showed changes from disengaged positioning (conversational extract 7.8) to involvement in the classroom (conversational extract 7.9). At this level, the students had the same position as the teacher. Their roles were negotiated with her. As a result, they built up shared opinions and engaged in collaboration on an equal basis.

### 7.3.5. Students' attitude toward EFL learning

Phase 1 (preliminary phase) (Disengaged in the activity)	Phase 2 (implementation phase) (Engaged in the activity)
<p><b>Conversational extract 7.10.</b> (Lesson 1, Year 5/see Chapter 4)</p> <p>1. T : Now, write down on your own paper. And I will call you one by one to come forward to read your answers.</p> <p>2. Ss : Ok.</p>	<p><b>Conversational extract 7.11.</b> (Lesson 6, Year 4).</p> <p>1. Fira : <i>Kalo temen nakal, laporin ke guru, aku mah gak mau ngasihtahu mamah.</i> If there is a naughty friend, I don't want to tell my parents.</p> <p>2. Yugi : Tell parents!</p> <p>3. Fira : <i>Mereka bisi khawatir</i> : They will worry.</p> <p>4. Yugi : <i>Kata aku mah harus ngomong ka ortu.</i> I think, your parents should know.</p> <p>5. Bella : First, tell the teacher.</p>

Conversational extract 7.10 shows that the students followed the teacher's instructions. In contrast, conversational extract 7.11 reveals that the students practised turn taking in groups. Changes in behaviour from speaking in response to the teacher's requests/directions to the nature of the conversation between students indicated the growth of student agency. In this case, the students were respected and more empowered to be active agents in their own learning. Thus, engaging in language and thinking through discussions helped the students develop their attitude in learning.

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Additionally, to facilitate the students to work in a group effectively, the teacher created rules and explained those rules to establish mutual trust in sharing opinions (Munns et al., 2013; Dawes, 2008). This research found that the teacher helped maintain the student's participation in group discussions by reminding them to remember their duties and speak in turns. She also created the regulation to be quiet and listen to one another if someone was talking. Furthermore, she provided explicit instruction in listening and speaking, such as asking the students to listen to their friends by looking at the speaker. She said to the class: "Listen to your friends while they are talking, pay attention to them". When they found it difficult to stay focused, the teacher encouraged the speaker to stop talking until all members of the group heard the speaker. Finally, when there was a student who interrupted the conversation, she reminded that student to respect the norm of collaboration. The teacher did this in order that all students had a chance to share opinions. Further, based on the observation analysis, the teacher kept reminding all the students about the rules for speaking effectively to the whole class.

Conversational extract 7.12. (Lesson 5, Year 5)

1. T : *Semuanya dengarkan ya, kalo temen nya lagi ngomong harus didengerin, gantian ngomong nya. Jangan menyela, jangan teriak2, ngacung kalo mau bertanya ke bu guru. Setuju?*

: Pay attention, everyone! Please listen to your friends when they are speaking, take it in turns, don't interrupt, don't shout, raise your hand if you want to ask me. Agree?

2. Ss : Yes

Conversational extract 7.13. (Lesson 14, Year 4)

1. T : *Ingat, gantian ngomong nya dan jangan lupa ya kasih alasan nya, jangan cuma 'yes' and 'no'.*

: Remember, talk in turns and don't forget to give a reason, do not say 'yes' or 'no' only.



2. Kamil : *Alasan nya kayak gimana?*

: The reason, like what?

3. T : Do you like apples? Give the reason why?

4. Ss : It's sweet.

5. T : Ya, that's the reason. I like an apple because it tastes sweet.

Encouraging the students to be engaged in the class and creating changes in teaching was challenging for the teacher. However, the five changes implemented by the teacher in this study affected how the students saw themselves as learners and the way the teacher taught EFL lessons in the classroom. Further, the classroom environment influenced the students' emotional and potential learning, including students' voice, control, ability, position, and attitude toward EFL learning. The teacher explained to the students that everybody's opinions were important. As a result, the students engaged socially in the classroom with the teacher and peers.

#### **7.4. Diversity**

Diversity is an essential part of student-centred learning because students have equal opportunities to learn. "Learning caters to student differences and helps students appreciate the benefits of diversity" (Jacobs & Renandya, 2016, p. 4). Teachers need to be aware of the diversity of students. Moreover, teachers can determine material or topics that can call upon different students' intelligence so that all students can enjoy the lesson well.

In this research, groups were formed based on the teacher's decision. She was the one who divided the class based on the students' achievement levels. The teacher organised the students to create heterogeneous groups, which consisted of diverse individuals (Cresswel, 2001). The teacher realised that the diversity among the students provided equal opportunities. The students could learn and help each other, as the teacher commented on her reflection:

“Pairing students heterogeneously was effective because high achievers and average or low achievers learned at their partner’s level” (The teacher’s written reflection extract 7.1).

During the observations, four students sat together in a group. Most group-work activities required students to speak in turns and share their opinions for about 30 minutes per lesson. It was observed that the students worked with peers from different backgrounds to learn to appreciate different opinions.

**Group 1 from Year 5:** Sani (female, active in speaking English), Cinta (female, moderate in speaking English), Putri (female, moderate in speaking English), and Dira (female, less active in class).

**Group 2 from Year 4:** Sigit (male, active in speaking English), Yugi (male, moderate in speaking English), Fira (female, moderate in speaking English), and Bella (female, less active in class).

The teacher categorised the students into three levels based on their speaking activity (how actively they spoke English in class) (see Chapter 3). The categories were the students who were active in speaking, moderate, and those who were less participatory in the classroom. The teacher believed that if she grouped the students based on their ability, the students who actively spoke in class could assist those less participatory in class.

However, there are pros and cons regarding teacher-controlled grouping that can make students feel uncomfortable interacting in group learning. For example, at the beginning of group-work implementation, some students did not want to work in a group with friends determined by the teacher. They felt awkward collaborating with friends who were not close to them. As a consequence, they did not want to share their opinions with group members. Changing the students’ habits from individual to collaborative, sometimes ended up with rejection. As a result, the students did not want to speak or share in the group.

Conversational extract 7.14. (Lesson 6, Year 4)

1. Yugi : *Ms., Aku gak mau sekelompok sama Fira. Si Fira mah ngomong mulu.*  
: Ms. I don't want to be in the same group as Fira. She keeps talking.
2. Fira : *Aku juga, gak mau sekelompk sama Yugi. Dia mah suka berisik.*  
: Me neither, I don't want to be in the same group as Yugi. He always talks loudly.
3. Revan : *Males ah sama Ihsan mah, aku mau sama Ali.*  
: I am lazy to learn with Ihsan, I want to be with Ali.

As shown in extract 7.14 above, the situation happened because the teacher was the one who decided the group members. When the students did not have a chance to choose their friends to work with in groups, they argued and expressed negative feelings. However, based on the teacher's interview after the observation sessions were over, she determined the group members based on the students' ability to speak English (how actively they spoke English in class). She said: "I mix the students so that they could help each other. The active students in the class can help those who are less participatory" (Interview extract 7.1).

To handle the students who did not want to study with friends determined by the teacher, she explained the benefits of working in groups. She encouraged them to accept and respect each other. She believed that everyone in the group was equal and important.

Gradually, the students began to feel that learning English with peers was fun. They eventually worked together. It can be seen in the transcript below that the students showed their interest when they could finish the task together (line 4).

Conversational extract 7.15. (Lesson 6, Year 4)

1. Yugi : What makes you happy?
2. Sigit : Eating, hahaha.
3. Sigit : Why the girl is sad?

4. Bella : *Kan tadi udah dijawab*  
: We did all the task.
5. Yugi : *Ms. Udah!*  
: Ms. We're done!
6. Fira : We answer together, right?

Engaging the students in learning was a challenge for the teacher, in particular, to negotiate and work with them. By looking at the students' experience and relationship with the teacher and peers, it was not easy to encourage them to learn to work in a group effectively, especially in sharing and solving problems using English.

## **7.5. Conclusion**

There are shortcomings and benefits of group work in the current study. The teacher's and students' reflections, classroom observations, the interview, and audio recordings provided a balanced view of the positives and negatives of group work in facilitating students' language and thinking skills, and the affective impact on the quality of students' learning experiences. The current research discovered five positive changes to promote high levels of students' engagement: voice, control, ability, position, and attitude toward EFL learning. However, this study revealed a lack of agency in choosing group partners, which was not part of the student-centred practice.

During this research, it was found that the students needed the teacher's guidance in creating effective group work. In addition, the verbal behaviour of students was directly related to the socio-emotional climate of the classroom interaction (Cole, 2009). Again, the audio recording data revealed that the content of the material determined by the teacher affected the students' verbal interaction.

## CHAPTER 8

### Discussion and conclusion

#### 8.1. Introduction

The overarching aim of this study was to elevate the interactive communication (listening and speaking) skills of Indonesian EFL students. In particular, the goal remains to see whether interactive communication skills can be achieved by implementing group work as peer-supported learning. This study was guided by the research questions. Significant findings were revealed and mapped according to the research questions:

1. What strategies are currently used in EFL lessons to facilitate students' interactive communication skills?
2. How does scaffolded group work improve current EFL practices of engaging students in spoken interaction?
  - a. How does group work facilitate students' conversational skills of listening and speaking?
  - b. How does group work nurture students' dialogic skills?
  - c. How does group work impact on the affective dimensions of students' learning experiences?

This chapter summarises and discusses research findings drawn from these questions. The first research question was answered through the preliminary phase. The second research question and its sub-questions were answered through the implementation and reflection phases. The findings of the study provide new insights into how the group work was planned, designed, and implemented based on a sociocultural perspective in an Indonesian EFL classroom. This chapter also addresses the implications for practice, along with suggested

directions for future research, and limitations of the study.

## **8.2. Summary of key analytic themes**

English for primary students should be tailored to the needs and abilities of students (Musthafa, 2010). This research was conducted to assist the students and teacher in the teaching and learning process, which focused on scaffolding group work to facilitate students' conversations in listening and speaking, develop their dialogical skills, and explore the affective impact on the students' learning experiences. These language skills (listening and speaking) are required to be taught early in order for students to be accustomed to interacting in the EFL class (Nunan, 2010).

This study conducted preliminary observations and interviews to examine English as a foreign language (EFL) condition in the classroom. In the primary classes under study, the students were provided with a variety of basic knowledge in English starting from word recognition, sentences, and English dialogue about daily life; and various materials prepared by the school, English textbooks that were appropriate to the student grades at school, including books published by the Ministry of Education as the main reference for primary schools.

The present study found that the teacher had full autonomy to create her own teaching strategies and choose the materials she used in the classroom. She also had the authority to add extra resources according to the students' needs. Before the implementation of group work, the interview with the teacher demonstrated that she exercised her autonomy to innovate and explore different practices. She followed the teaching guidelines from English books and based on her knowledge and experiences. However, the government does not provide specific guidelines for English teachers in primary schools because English is not a compulsory subject for primary school children in Indonesia (Zein, 2017). As a consequence, the teacher chose the strategy that she believed helped the students practise English for daily conversation. Early-

stage analyses from the preliminary data indicated the potential to refine teaching strategies while considering possible restraints, including external (teacher knowledge and beliefs), internal (student needs), and environmental constraints (classrooms).

The first research question was designed to examine the actual language classroom practises by analysing classroom observations and the interview. These analyses found that the nature of English language teaching in the primary classroom was characteristically teacher centred and reflective of the transmission-model, in which students presented question-answer worksheets. The conversation pattern in the Indonesian EFL context refers to the teacher as an initiator, and the students as respondents. The teacher determined what she had to teach to the students. This learning model assumed that EFL learning was achieved through working on exercises from questions available in books or handouts.

Based on the preliminary results, the teacher used various techniques to support students' interactive communication skills. Building vocabulary was one of the teacher's strategies for preparing students to communicate in English. She believed that if the students' vocabulary was limited, they could not understand and communicate with each other in English. Moreover, questioning and answering was the strategy chosen by the teacher to encourage the students to speak. She developed questions from texts using open-ended questions, eliciting and vocabulary checks, and calling on specific students. However, students only spoke when called upon. She followed a conventional teaching strategy typical in contemporary Indonesian EFL classrooms. As a result, not all students participated in classroom activities. Accordingly, this study is intended to refine the teaching tradition in terms of communication in English lessons so that the students can participate actively in the language classroom.

Two patterns of interaction appeared during the teacher's existing strategy. First, she applied a teacher-students (T-SS) pattern (El-Hanafi, 2003). T-SS arose when the teacher asked questions to all students in class, and the students answered the teacher's questions. Secondly,

the teacher identified the student to respond to her questions or statements. As a result, a teacher–individual student (T-S) pattern occurred when she asked a certain student to speak. Since the teacher played a dominant role in the classroom activities, these two common patterns emerged as typical interactions in teacher-centred teaching. However, a student–student (S-S) pattern was less evident. The teacher’s current strategies were inadequate for the development of a process oriented towards the importance of English for verbal communication. The language learning was not apparent as interactively learnt between students. As a result, interactions among students did not appear in these English lessons. These findings reflect earlier research on EFL classrooms in Indonesia that found teacher and students’ (T-SS) one-way interactions occurred during classroom activities as the ‘traditional teaching method’ (Nasruloh, 2013; Sundari et al., 2017).

The teacher relied upon textbooks in her teaching practices, which contained non-authentic activities (see Chapter 4). The textbook influenced the teacher’s knowledge and beliefs about the nature of English language teaching (ELT), which was high stakes and exercise-centred (question-answer routines). In other words, it did not meet the students’ needs in terms of communication skills. The main reason for this discrepancy was that the teacher was not familiar with the use of group-based learning that involved all students interacting and developing their thoughts without being limited to questions from textbooks.

In this study, ELT was conceptualised based on social interaction, in which conversation is used to support EFL activities that develop particular language skills (listening and speaking) (Dawes, 2008). ELT for young learners which followed theories of learning (Cameron, 2001; Nunan 2010, Harmer 2008; Brown, 2016; Richards, 2005), broadened the conceptualisation of EFL in terms of group-work activities to improve the students’ language and thinking. Further, sociocultural theory was used in this study to understand the role of social interaction in the



learning process (Gusrayani, 2015). The knowledge and learning experiences during classroom learning were adjusted to fit the sociocultural context, in this case, an EFL context.

Conventional teaching is often problematic (Sikki, 2013). In the area of ELT, the communicative language teaching (CLT) approach is utilised in Indonesia since it emphasises language in use (Butler, 2011). However, in most Indonesian primary schools, CLT is rarely used, because the English teaching and learning process focuses on textbooks (Hawanty, 2006; Sadtono, 2005). Interactive communication skills are often forgotten in the traditional EFL classroom. The current study found that the lack of student participation was an issue in the language classroom. Accordingly, this research was conducted to understand how the process of peer-supported learning can reconceptualise the impact of a learning experience for students.

To refine current teaching strategies, the academic collaborated with the practitioner. In the preliminary phase, the teacher became a co-designer in planning, implementing and evaluating the teaching practice. The subsequent research collaboration between the researcher and teacher positively impacted the successful implementation of pedagogical change in the teacher's EFL classroom. Mutual trust between the teacher and the researcher through professional dialogue, as reported in Chapter 5, facilitated the students' participation in peer-supported communicative practises, which had relevance for participatory language development (the communicative skills of speaking and listening in EFL). Furthermore, the collaboration between the researcher and teacher demonstrated a practitioner-academic relationship in understanding productive EFL teaching and learning practises through collaborative, participatory action learning (Martin-Beltran & Peercy, 2014).

Generally, students should be encouraged to engage in classroom participation and have control to explore their ideas. Since the students were beginner EFL students, they needed more extensive scaffolding. Therefore, the teacher and researcher came to the decision that the phased introduction to peer-supported learning was the strategy that should be applied in the researched

Indonesian EFL classroom. Learning to communicate in English in groups needed a process and should be introduced gradually to build the students' confidence and get them used to listening, speaking, and sharing ideas. The teacher's responsibility was to facilitate the students to learn to work in groups effectively (Mercer, 2013) before they could work together to learn.

To address the second question and its sub-questions, the scaffolding of group work was applied to improve current EFL practices of engaging students in verbal interaction. Specifically, this study introduced a new teaching strategy to create a condition for implementing pedagogical innovations in language development. During the implementation phase, the students were involved in the learning process with support from the teacher and peers. Significantly, scaffolded group work led to a shift from teacher-centred knowledge transmission to student-centred learning approaches, which supported students as independent learners. This change engaged the students in shared 'meaning-making' (understanding the task and expressing ideas) (Wright, 2012) and peer-supported learning.

In particular, the second research question was intended to investigate the process of group work to facilitate the students' listening, speaking, dialogic skills of shared thinking, and their affective experiences. The reason for implementing peer-supported learning was to uncover how the students interpreted listening and speaking through the various group-work activities that required them to explore their abilities and thoughts by helping each other. Further, to encourage them to be engaged in the learning activities, they needed appropriate strategies and steps in learning, and exciting topics to carry out an effective discussion. This could be done with the help of the teacher and peers, as well as a supportive classroom atmosphere. Additionally, the teacher scaffolded the students by explaining the materials, directing and giving information related to the topic being discussed, modelling English speaking together with the students, supervising activities, questioning/clarifying, and giving feedback and reflection guides. The scaffolding of group work that was implemented by the

teacher encouraged the students to develop their learning and interaction in the classroom. The following section presents the key findings related to sub-questions from the second research questions on how the students were involved in peer-supported learning.

### **8.3. Group work that facilitates students in speaking and listening skills**

Scaffolding is a powerful concept for teachers who want their students to be empowered. Moreover, scaffolding is considered influential in this study because it supports the students' interactive communication skills. Teachers' scaffolding (assistance) is needed to guide students on how to learn to work together (Mercer et al., 2004). In a classroom context, teachers' support is essential for children's development in learning, where children interact with their surroundings (Rogoff, 2008). The impact of adult and peer guidance can help students to become independent learners through an interactive and guided learning process (Dawes et al, 2013).

In the present study, to facilitate the students' linguistic development, the teacher supported the students by providing English dialogue on handouts to be practised in turn. This strategy was conducted by the teacher to encourage the students to listen to each other. The students developed dialogue based on their knowledge or competence. Practising dialogue was intended to get them used to listening and speaking before discussing the material. Moreover, the teacher supervised the group learning and encouraged the students to help and respect each other's opinions. She also supplied them with new glossaries on the text. The EFL novice students at primary classroom levels needed the teacher's assistance in providing English vocabulary, in order for them to understand the meaning of the English words and use them in speaking practice.

Within this study, the students needed to socialise and participate in class to reach the requisite competency in interactive communication skills. Hence, the teacher set up the

classroom to support group-work activities by applying the student-student (S-S) interaction pattern (El-Hanafi, 2013). During peer-supported learning, the students worked together and progressed towards this. The scaffolded group work strategy makes a difference to students' active involvement in listening and speaking. Nonetheless, the data largely showed a mix of English and Indonesian language. However, this was a natural progression from the Indonesian-English mix towards English in EFL classrooms. Further, this study found that all students were involved in classroom participation during language learning when the material was familiar and interesting for them.

#### **8.4. Group work that nurtures students' thinking skills**

The concept of 'thinking together', also referred to as 'interthinking' (Mercer, 1995), is related to exploratory talk (Barnes, 1977). Interthinking is engaging with one another's ideas to think together, solve problems, or create shared meanings (Mercer, 1995). It is a valuable use of spoken language (Mercer & Littleton, 2010). Further, talking to peers is an opportunity to put the students' ideas into words. Children need to learn to do this and need plenty of opportunities to practise (Dawes, 2008). Simply putting children in a group to work together however, does not automatically help them develop skills in interthinking.

The current research demonstrated that three types of talk were evidenced in the students' conversations. These were cumulative talk, exploratory talk, and disputational talk (Mercer, 1994; Scrimshaw & Perkins, 1997). Based on 20 audio recordings from two classes, as discussed in Chapter 6, it was discovered that the students contributed to collaborative learning and turn taking. The current research found that not all talk fitted into Mercer's categorisations. However, different types of speech (exploratory/cumulative/disputed talk) gained from the students' conversations helped the researcher identify the dominant type of group talk in Indonesian primary classrooms and support the conversational skills of EFL

students.

During the research, cumulative talk was evidenced within all lessons throughout the ‘group talk’ (Mercer & Hodgkinson, 2008). Specifically, the students’ discussions were dominated by polite cumulative talk. This happened because group interactions were built on friendship and mutual trust amongst participants. Group work implemented by the teacher facilitated the students to work together, and peers provided positive support. However, when it came to problem solving or decision making, agreement was reached without reasoning.

In particular, the students’ conversations in the present study were dominated by turn taking. This behaviour was identified as a challenge for group achievement, as the students took more turns talking than building ideas based on each other’s knowledge. It also was noted that exploratory talk was on the rise in the last session. Further examination of the data revealed that in the last session, the students were accustomed to practising speaking in groups so that they were more self-confident to discuss in English. It took a long process for EFL students to be able to use exploratory talk, especially in English speaking practice. The induction in exploratory talk may indeed be necessary, but would need to take the cultural norms and interactive protocols into consideration.

### **8.5. Group work that impacts the affective dimensions of students’ learning experiences**

This section highlights how peer-supported learning as an intellectual feature can promote different ways of teaching EFL and impact the learning process by following the students’ experiences through their verbal reflections. During the preliminary phase, this research found that the lack of affective engagement was an issue in the Indonesian EFL classrooms under study. However, during the implementation phase, the current study discovered five changes made by the teacher to encourage high levels of student engagement: (1) voice, (2) control, (3)

ability, (4) position, and (5) attitude toward EFL learning. These five changes impacted the classroom atmosphere, and the students shifted from being disengaged to engaged in learning.

Firstly, the students had voice in learning; this means they had power in making decisions in a discussion environment. They changed from following the teacher's instructions to initiating conversations. Secondly, the teacher changed her teaching style from being the class leader, as traditional teacher-centred teaching, into the facilitator. As a result, the students were able to control and manage their learning activities. Moreover, the students used and developed their ability in class, from completing the task with the help of the teacher to learning English independently through peer-supported learning. They collaborated to complete the English tasks together. Following this, regarding the students' position, it changed from individual learning to peer-supported learning, and they participated in the classroom during group-work activities. Finally, the students changed their behaviour in EFL learning from responding to the teacher's questions to turn-taking behaviour.

Peer-supported learning was implemented in this study to improve the quality of students' learning experiences during spoken interactions. However, this research demonstrated a lack of agency in group member selection, which was not consistent with student-centred practice. Furthermore, during learning activities, the teacher was the one who decided the group members. As a result, at the beginning of group work, the students found it difficult to develop their ideas with unfamiliar friends. Consequently, the teacher needed to build a collaborative teacher-student relationship, by involving students in decisions regarding group members and materials to maximise their participation in class.

Having voice and control is not traditionally regarded as important in Indonesian EFL contexts. Thus, the study shows a shift in attitudes needed towards student agency. However, balancing the new pedagogies with Indonesian recognition of cultural norms and practices needs to be carefully negotiated.

## 8.6. Implications for practice

This section identifies avenues for possible future research that could build upon the current study. Many previous studies have discussed the common use of language for higher-order thinking as a regular classroom practice (Mercer et al., 2004; Rogoff, 2008; Wegerif, 2011). The current study adds to the evidence that dialogic learning experiences and effective collaborative conversations can change the direction of students' involvement in dialogue from being passive recipients to becoming active participants and knowledge creators in Indonesian EFL classes.

The contributions of this study are significant in three ways. First, this study focuses on authentic dialogue in listening, speaking, and thinking skills developed by primary students in Indonesian EFL primary classrooms. Speaking and listening are forms of literacy that primary school students need to practise because these skills are the main foundation for students' language development (Nisa, 2015). Secondly, the knowledge gained from this research provides more information about how to support primary students to meet EFL curriculum expectations which clearly state that students should participate in social interaction (in collaborative conversations) with various partners (Zein, 2017). Thirdly, language use through peer interaction is significant for language and thinking development and can facilitate students in their social and cultural construction (van de Pol et al., 2014).

Expressing ideas while speaking and listening was not always easy because the EFL students in this study sometimes hesitated to choose English words due to their limited vocabulary and the fact that they often interrupted each other. Nonetheless, the experience of expressing verbal ideas benefited young learners since they could share ideas and develop thinking with their peers. Peer talk provided them with the opportunity to cross-culturally engage in dialogic learning with others who shared similar interests.

In the second phase of this research, the students engaged in peer learning. They used speaking to share opinions, build and understand each other's ideas (Keefer et al., 2000). Although the students in this study did not exchange ideas for problem solving, they shared each other's opinions and turn taking in conversations. The results of this study are essential because developing listening and speaking for young students is important since acts of verbal expression are foundational for future written expression. Furthermore, developing students' awareness of the value of listening and speaking for learning in their early years can develop skills in shared knowledge construction. This helps them learn language spontaneously (Ellis & Brewster, 2014).

The results are important for teaching to practise because learning occurs in the context of interactions between students and their society (Lankshear & Knobel, 2003; Kress, 2000). Establishing social norms within the student community is an important responsibility for teachers (Aranda & Street, 2001). Creating an organised learning environment for collaborative interaction can be realised effectively with social structures that allow students to participate in discussions with peers. EFL students need to be explicitly guided to do effective interactions, such as by creating rules to produce effective collaboration. In the current context, the rules created by the teacher provided an agreement for building community, leading to intersubjectivity and establishment of a productive collaborative environment. For example, the teacher asked the students to listen to their friends (when their friends gave opinions), use their eye contact (see their friends' eyes when they talk), and talk in turns to share ideas together (Chapter 6). Moreover, the teacher created rules for the students to facilitate them to work in a group effectively and to build mutual trust in sharing opinions. Without clear instructions on how to communicate positively, students will not be productive in speaking lessons in class (Mercer et al., 2004). Attention to the basic rules became a common reference for the students and their partners because their individual thinking habits changed so that they learned together



during social interaction. Thus, social norms are useful, not only for the community inside the class but also for the community outside the class that students have never met.

Another valuable finding is that this study provides evidence of supported social interaction in collaborative learning environments. For example, positive evolution of social interaction occurred when the students were offered interesting materials and opportunities to speak effectively, by talking in turns and exchanging ideas among friends. The exciting themes, which were appropriate to the students' needs and ages, offered the students productive topics for collaboration. The implications of the group-work strategy allowed the teacher to understand broadly how peer-supported learning impacted the students to be more independent learners. To build the students' engagement in learning, exciting materials invite lively conversations. Consequently, teachers need to provide interesting tasks and use various media to create fun activities so that students are involved in the topics being discussed.

### **8.7. Implications for future research**

Throughout this study, social interactions have been demonstrated as being crucial for collaborative success among students in the classroom. A significant implication of the research is that the teacher has a significant role as a language guide. Using the primary findings offered by this study, the five following suggestions are provided to encourage a deeper understanding of the student learning process in social practice. The findings of this study recommend that peer-supported learning can be a way to engage primary students in Indonesia to interact in such classroom dialogue, which leads to several implications for future research.

Firstly, it is suggested that teachers are responsible for their teaching strategies to support students' communication skills. The researcher explored instruction to advance speaking and listening skills in EFL primary classrooms. In the current study, spoken interaction was often revealed through the expression of thoughts and questions. Expression of

thoughts, which included explaining ideas and asking for reasons, increased during the study when the students learned with their peers, as described in Chapter 5. This expression of thoughts increased during learning together, specifically when listening, judging, and evaluating others' thoughts. Benefits for improving listening and speaking skills through this finding raises new implications for research. Specifically, further examination of the interaction of speaking and listening skills can be used to help design more effective pedagogical approaches related to dialogic learning, to equip learners with the competencies they need to participate in society. Thus, teachers can use strategies that allow students to reason, discuss, argue and explain to develop higher-order thinking, rather than simply responding to the teacher's statements.

The second implication of this study is that the use of discussion groups by primary school students could open up a classroom 'dialogue space' (Wegerif, 2011). This built social learning experiences for Indonesian primary school students in this study. The teacher support and scaffolding steps for group activities need to be explored in future research. Further, social interaction revealed in the audio conversations allowed the students to use sentence starters and basic vocabulary to participate in the discussions, such as the use of words for reasoning, asking questions, and asserting the perspectives of others, which were shown to be valuable in opening up dialogue spaces. This allowed the students to share their perspectives, support each other, and build new understandings during group-work activities (Rogoff, 2008; Wegerif, 2011; Wertsch & Roediger, 2008). Future researchers need to broaden their research, especially to encourage students to engage in language classrooms and to provide successful dialogic development through an approach that will lead them to open dialogue spaces; in this case, EFL primary classrooms.

The third suggestion for future research that arises from the findings of this study is consistent with the research ideas of Mercer and Littleton (2010) related to dialogic learning.

The current study revealed that three types of talk: exploratory, cumulative, and disputational talk were evidenced in the students' conversations during collaborative learning. Analyses of these 'typologies of talk' (Mercer, 1994) were important because the current study recognised conversational patterns demonstrated by the students in the EFL classroom. The current study revealed that cumulative talk emerged in each lesson. Cumulative talk allowed the students to build interactions in which there was sufficient trust for some disagreement. Cumulative talk led to exploratory talk. The students in this study were able to engage in exploratory talk through their listening and speaking skills if the topic was familiar to them. Similarly, findings of the current study suggest that students in the EFL classroom need to be taught listening and speaking skills explicitly when using language as a tool for collaborative problem solving, which is consistent with evidence from previous research on dialogue (Mercer et al., 2004; Mercer & Littleton, 2010). Further, this study found that argumentation led to exploratory talk, in which the students gave reasons for disagreement. However, exploratory talk through authentic dialogue occurs less frequently in Indonesian primary classrooms. This study recommends future researchers, including Indonesian and international researchers, to design strategies to identify exploratory talk practises and produce effective conversations in the future. Exploratory talk allows for a reasoned exchange of ideas and points of view to develop high critical thinking.

Fourth, the quality of students' learning experiences in spoken interaction cannot be achieved without interesting materials, a positive classroom ambience, and support from the teacher and peers. Observations in this study focused on the process of peer-supported learning to improve students' verbal interaction. The study found that peer-supported learning can be a way to engage primary students in Indonesia. In particular, when discussion topics were exciting, it was easy for them to discuss in English. It remains the case that the involvement and activeness of students in listening and speaking English depends on the topic, peer support,

and the classroom environment that supports their learning. Future researchers may design topic studies to explore best practices in creating social learning experiences for primary students.

Lastly, this research was conducted to refine current teaching practices. In doing so, therefore, future researcher should note that the roles of the researcher and teacher as partners in collaborative, participatory research, might contribute to bridge the gap in educational practises in Indonesia.

However, it is also suggested that some limitations of the study should be taken into account in further research considerations. First limitation is that the researcher only searched for one EFL teacher. As a consequence, this research could not compare the types of scaffolding applied by the teacher in the classroom. Future research may involve more participant teachers. This will help explore the types of scaffolding that teachers provide during group-work activities. Secondly, during collaborative, participatory research, the researcher did not involve the teacher in analysing the implementation and reflection phase data. Nonetheless, the collaboration between the researcher and teacher in this study enables a deeper understanding of the construction of English lessons that can help to provide practical guidance for teachers in Indonesia. Accordingly, the researcher recommends that future studies involve teacher participants in analysing the data during collaborative, participatory research.

Previous researchers have conducted research on listening, speaking, and thinking, for example, Littleton et al. (2005), Dawes and Sams (2004), and Dawes (2008). However, there remains a need to explore best practices in creating social learning experiences for EFL primary students in Indonesia. Until recently, previous researchers in Indonesian primary classrooms have focused primarily on assessing listening and speaking, instead of examining speaking and listening to reveal the thinking for social interaction (Littleton et al., 2004; Dawes & Sams, 2004; Dawes, 2008). This is important because when individuals participate in opportunities to work together on an equal basis, they develop shared knowledge and understanding. Some

students encourage one another to think when they spend their time together in peer-supported learning. In addition, the government is expected to support the professional development of English teachers by providing training and workshops to improve their knowledge. Specifically, regarding the use of group work strategy to facilitate students' interactive communication skills (Hamied & Musthafa, 2019).

Education has a profound psychological impact on students (Evans et al., 2018). Through teachers, schools can set positive pathways for students through the type of education they create. At schools, students need to experience instruction and joint engagement with teachers. Significantly, the interactive skills of listening and speaking need attention in Indonesia. In the absence of a comprehensive EFL curriculum, this research supports the development of EFL pedagogies that focus on authentic teaching and learning experiences, especially important for communicative language skills. This research is consistent with Vygotsky's view that human thought derives from social interaction, that cognition is socially mediated, especially through language. This study shows that interactive dialogue can be successfully implemented in the EFL classroom. Dialogic teaching enhances English language development in young EFL students. This research is one of the few studies on the effectiveness of dialogic teaching among primary EFL students in Indonesia.

The value of these findings for Indonesia's specific cultural setting is that student-centred approach may meet initial resistance. However, the participant teacher noted her surprise about some of the positives evidenced of the students' improvement in English language. This should give other Indonesian EFL teachers the confidence to try new things and experiment with changing the dynamics, for example by shifting the roles and responsibilities in their EFL classrooms. This may be encouraging for those already seeking to change their teaching. Supporting new pedagogic initiatives that build on peers, put the students to the centre, offer them agency, control and place in the classroom, and thus promote affective

engagement and cognitive/operative in EFL. Given the lack of directives and comprehensive curriculum guidelines, this is significant. A harmonious balancing of these new ideas and the cultural norms and protocols should be a key in any future research in the area of EFL.

This thesis supports and confirms the theoretical positioning introduced in Chapter 2. It validates Vygotsky's argument that social interaction plays a fundamental role in cognitive development. The form of interaction signifies what is essential about language, thought, and social skills (Vygotsky, 1987).

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## Appendix A: Ethics approval

**WESTERN SYDNEY**  
UNIVERSITY



REDI Reference: HI3061  
Risk Rating: Low 2 - HREC

### HUMAN RESEARCH ETHICS COMMITTEE

13 December 2018  
Associate Professor David Cole  
School of Education

Dear David,

I wish to formally advise you that the Human Research Ethics Committee (HREC) has approved your research proposal HI3061 "The Scaffolding of Group Work in Teaching English as a Foreign Language in Indonesian Primary Classrooms", until 13 December 2021 with the provision of a progress report annually if over 12 months and a final report on completion.

In providing this approval the HREC determined that the proposal meets the requirements of the National Statement on Ethical Conduct in Human Research.

This protocol covers the following researchers:  
**Eva Vass, David Cole, Anugrah Imani**

#### Conditions of Approval

1. A progress report will be due annually on the anniversary of the approval date.
2. A final report will be due at the expiration of the approval period.
3. Any amendments to the project must be approved by the Human Research Ethics Committee prior to being implemented. Amendments must be requested using the HREC Amendment Request Form
4. Any serious or unexpected adverse events on participants must be reported to the Human Research Ethics Committee via the Human Ethics Officer as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the Committee as a matter of priority
6. Consent forms are to be retained within the archives of the School or Research Institute and made available to the Committee upon request.
7. Project specific conditions:  
There are no specific conditions applicable.

Please quote the registration number and title as indicated above in the subject line on all future correspondence related to this project. All correspondence should be sent to [humanethics@westernsydney.edu.au](mailto:humanethics@westernsydney.edu.au) as this email address is closely monitored.

Yours sincerely

A handwritten signature in black ink, appearing to read 'E. Deane'.

Professor Elizabeth Deane  
Presiding Member,  
Western Sydney University Human Research Ethics Committee

University of Western Sydney  
ABN 63 014 069 881 CRICOS Provider No. 00917K  
Locked Bag 1797 Penrith NSW 2751 Australia  
[westernsydney.edu.au](http://westernsydney.edu.au)

## Appendix B: Consent forms

### Consent Form – Principal (Specific)

**Project Title:** The Scaffolding of Group Work in Teaching English as a Foreign Language in Indonesian Primary Classrooms.

I ..... as the Principal of .....  
(school's name) hereby give my consent for my school to participate in the above named research project.

**I acknowledge that:**

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved has been explained to me, and any questions I have about the project have been answered to my satisfaction.

**I consent to the participation of my school in this project, which includes (please tick the boxes as appropriate):**

- Observations of EFL teacher and students in the group (beginner class), as they take part in English classes during a 14-week observational period.
- Having the information of audio-video recorded of English teacher and students in the classrooms.
- The collection of the participating group students' verbal self-reflections (8 selected students) about the observed English classes and their learning experience.
- The involvement of the EFL teacher as co-researcher – whereby the teacher takes part in self-reflections and share these with the researcher in brief follow-up feedback sessions in weeks 5, 10, and 14 for research purposes.

**I consent for the research data described above to be used in this project, as long as the data is non-identified.**

**I understand that the involvement of the participating children and teachers is confidential and that the information gained during the study may be published but no information about the participants will be used in any way that reveals their identity.**

**I understand that I, the mentoring teachers or the children/their guardians can withdraw from the study at any time without affecting our relationship with the researcher/s, and any organisations involved, now or in the future.**

**Signed:**

**Name:**

**Date:**

**This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: [A100013]**

**What if I have a complaint?**

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email [humanethics@westernsydney.edu.au](mailto:humanethics@westernsydney.edu.au).

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

### Consent Form – Parent/Guardian (Specific)

**Project Title:** The Scaffolding of Group Work in Teaching English as a Foreign Language in Indonesian Primary Classrooms.

I, \_\_\_\_\_, hereby consent for my child \_\_\_\_\_, to participate in the above named research project.

**I have discussed participation in the project with my child and my child agrees to their participation in the project.**

**I acknowledge that:**

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher.
- The procedures required for the project and the time involved has been explained to me, and any questions I have about the project have been answered to my satisfaction.

**I have read the information sheet and understand what this research-based design involves.**

**I consent to my child's participation in this project which includes (please tick the boxes as appropriate):**

- Observations of my child as my child takes part in English classes during a 14-week observational period.
- Having my child video-audio recorded and photo taken in the observed English classes.
- The collection and documentation of my child's verbal self-reflections about the observed English classes and learning experiences.

**I consent for the research data (observations, audio-recorded and self-reflective data) to be used in this project, as long as the data is non-identified.**

**I understand that my child's involvement is confidential and that the information gained during the study may be published but no information about the child will be used in any way that reveals their identity.**

**I understand that I can withdraw my child, or my child can withdraw, from the study at any time without affecting their relationship with the researcher/s, and any organisations involved, now or in the future.**

**Signed:**

**Name:**

**Date:**

**This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: [AI00013]**

**What if I have a complaint?**

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email [humanethics@westernsydney.edu.au](mailto:humanethics@westernsydney.edu.au).

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

### **Consent Form – Class teachers (Specific)**

**Project Title:** The Scaffolding of Group Work in Teaching English as a Foreign Language in Indonesian Primary Classrooms.

**I hereby consent to participate in the above-named research project.**

**I acknowledge that:**

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved has been explained to me, and any questions I have about the project have been answered to my satisfaction.

**I consent to my participation in this project, which includes (please tick the boxes as appropriate):**

- The use of my regular English classes during a 14-week observational period, and ongoing feedback about my teaching for research purposes.
- My involvement as a co-researcher – whereby I take part in self-reflections and share these with the researcher (Miss Imani) in brief follow-up feedback sessions in weeks 5, 10, and 14 for research purposes.
- Having my information audio-video recorded and my photo taken.
- Participating in an interview.

**I consent for the research data (my feedback and observations) to be used in this project, as long as the data is non-identified.**

**I understand that my involvement is confidential and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.**

**I understand that I can withdraw from the study at any time without affecting my relationship with the researcher/s, and any organisations involved, now or in the future.**

**Signed:**

**Name:**

**Date:**

**This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: [AI00013]**

**What if I have a complaint?**

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email [humanethics@westernsydney.edu.au](mailto:humanethics@westernsydney.edu.au).

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

## Verbal Consent/Information Sheet - Children (Specific)

**Project Title:** The Scaffolding of Group Work in Teaching English as a Foreign Language in Indonesian Primary Classrooms.

### What is this project about?

I am conducting a research study on scaffolding of group work in teaching English as a foreign language. My study will help me (and other teachers) understand Indonesian children's learning of English a bit better. It will also help me and other teachers to plan interesting and interactive group-work activities for children who learn English as a foreign language in Indonesian primary classrooms.

### What do I ask you to do?

If you agree to take part in this study, you will participate in English classes as you normally do. Ms. (ENGLISH TUTOR in beginner class) ..... and I will observe your participation in 14 meetings, all of which will have an interactive group work activity. We will take notes of things we find interesting and important and you will be audio and video recorded. When we observe you and take notes, it is not a test. You do not need to do anything differently from what you usually do in class.

Finally, I will ask you to answer simple reflection questions about the classes that we observed. This will take about 5 minutes for you to do and will be done without your names written on the form. So, you will not be identifiable when I look at the reflections.

### Do I have to be in this study?

You do not have to participate in this study. It is up to you. You can say no now, or you can even change your mind later. No one will be upset with you if you decide not to be in this study. Your grades and your relationship with your teachers and classmates will not be affected if you choose to not participate in the study or if you choose to stop participating at any point. You will not miss any instructional class time by opting out.

If you decide to opt out, we will stop observing you. I will not ask you to show me your work and will not ask you to write down your reflections.

### How do I opt out?

If you do not want to continue in the research or have any questions about this research, you can come and talk to me or your class teacher anytime when you see us at your school. You can also ask your parents to send your questions to me (Miss Imani) by e-mail [18834723@student.westernsydney.edu.au](mailto:18834723@student.westernsydney.edu.au).

### What will you do with information about me?

The information I gather will be used for the research. It will help me understand how group work can help students in Indonesian classrooms in learning English as a foreign language. It will help me figure out if this teaching method is effective or not.

All the information you give me will be kept private. This means that all the information I collect about you and other participants will be locked up securely. Electronic information will be password protected. I will not show this information in its original form to anyone else. Your names will be removed to keep your identity private.

### Will being in this study hurt or help me in any way?

Being in this study will bring you no harm. There are no direct benefits to you for participating in this study - you will be doing your normal schoolwork.

**If you decide to participate, please give me your verbal consent. If you do not want to participate, please let me know now.**

---

**NOTES TO RESEARCHER:** The child should answer "Yes" or "No." Only a definite "Yes" may be taken as assent to participate.

**Name of Child:** \_\_\_\_\_

**Parental Permission on File:**  Yes  No

*(If "No," do not proceed with assent or research procedures.)*

**Child's Voluntary Response to Participation:**  Yes  No

**Signature of Researcher** : \_\_\_\_\_

**Date** : \_\_\_\_\_

**(Optional) Signature of Child** : \_\_\_\_\_

## Appendix C: Sample participant information sheet

### Participant Information Sheet – Class teacher (Specific)

**Project Title:** The Scaffolding of Group Work in Teaching English as a Foreign Language in Indonesian Primary Classrooms.

**Project Summary:**

You are invited to participate in a research study being conducted by Anugrah IMANI, higher degree researcher from Western Sydney University and also a lecturer in the State Islamic University, Faculty of Education. The research seeks to address the problem of low attention rates of young learners studying English as a foreign language, by investigating suitable teaching pedagogy by implementing the scaffolding of group-work activities. The aim of the current research is to contribute to the development of an improved teaching pedagogy for English language education, in part by developing effective teaching strategies through design-based research for teaching English to young learners in Indonesia.

**How is the study being paid for?**

This study is funded by The Ministry of Religious Affairs (MoRA), Republic of Indonesia.

**What will I be asked to do?**

For the research study, you will be interviewed through conversation and will be recorded. During the observations (14 meetings), you will teach the English program and be video recorded. The researcher and you will collaborate in the process of research, including the planning, implementation, and evaluation of scaffolded group work. In addition, you will write feedback as self-reflections for three times (week 5, 8, 10). Then, we will discuss these reflections in brief follow-up feedback sessions on reflecting change in practise in this project.

**How much of my time will I need to give?**

Generally, you will not need to devote much extra time. In addition to providing feedback as part of your normal role as tutorial English teacher, you will be asked to have follow-up sessions and share your observations with the researcher during the observation period. You will also be requested to allow all feedback and observations to be used as research data.

**What benefits will I, and/or the broader community, receive for participating?**

There are no expected direct benefits to you as a participant. However, the current research will contribute to our understanding of effective teaching strategies for English language that may benefit future students of English education in Indonesia. In particular, this study may help the teachers and practitioners who want to support their students' communicative language skills through the design and implementation of group work.

**Will the study involve any risk or discomfort for me? If so, what will be done to rectify it?**

There are no anticipated risks or discomforts for you as a participant.

**How do you intend to publish or disseminate the results?**

It is anticipated that the results of this research project will be published and/or presented in a variety of academic forums. In any publication and/or presentation, information will be provided in such a way that the participant cannot be identified. The feedback you provide to the researcher will complement their own observations and inform their data analysis. Your identity will not be revealed in her thesis or in any future publications that arise from this study.

**Will the data and information that I have provided be disposed of?**

Please be assured that only the researcher will have access to the raw data you provide. All data will be stored securely, and it will be de-identified before it is used in any publication or presentation. All data will be disposed of at the end of the study.



**Can I withdraw from the study?**

Your participation in this study is entirely voluntary. You can choose if you want to participate or not. You may withdraw from the study at any time without giving any reason. However, if you decide to withdraw after the data has been collected, the data will not be deleted and will be used by the researcher in the thesis.

Should you wish to withdraw from the research study, please contact the primary investigator, Miss Anugrah Imani ([18834723@student.westernsydney.edu.au](mailto:18834723@student.westernsydney.edu.au))

**What if I require further information?**

Please contact Miss Anugrah Imani ([18834723@student.westernsydney.edu.au](mailto:18834723@student.westernsydney.edu.au)) in the Centre for Educational Research should you wish to discuss the research further before deciding whether or not to participate.

**What if I have a complaint?**

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email [humanethics@westernsydney.edu.au](mailto:humanethics@westernsydney.edu.au).

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, you may be asked to sign the Participant Consent Form. The information sheet is for you to keep and the consent form is retained by the researcher/s.

**This study has been approved by the Western Sydney University Human Research Ethics Committee. The Approval number is [A100013].**

**Appendix D: Schedules of research****The preliminary phase**

<b>Name / Items</b>	<b>Year 5</b>	<b>Year 4</b>
1 <sup>st</sup> lesson	14 January 2019	17 January 2019
2 <sup>nd</sup> lesson	15 January 2019	18 January 2019
3 <sup>rd</sup> lesson	21 January 2019	24 January 2019
4 <sup>th</sup> lesson	22 January 2019	25 January 2019

**The implementation phase**

<b>Name / Items</b>	<b>Year 5</b>	<b>Year 4</b>
5 <sup>th</sup> lesson	4 February 2019	7 February 2019
6 <sup>th</sup> lesson	5 February 2019	8 February 2019
7 <sup>th</sup> lesson	11 February 2019	14 February 2019
8 <sup>th</sup> lesson	12 February 2019	15 February 2019
9 <sup>th</sup> lesson	18 February 2019	21 January 2019
10 <sup>th</sup> lesson	19 February 2019	22 February 2019
11 <sup>st</sup> lesson	25 February 2019	28 February 2019
12 <sup>nd</sup> lesson	26 February 2019	1 March 2019
13 <sup>rd</sup> lesson	4 March 2019	7 March 2019
14 <sup>th</sup> lesson	5 March 2019	8 March 2019

**The reflection phase**

Year 4	1 April 2019
Year 5	2 April 2019
Teacher interview	5 April 2019

## Appendix E: Semi-structured interview questions

Before the observational period:

1. How long have you been teaching children?
2. As a primary teacher, how would you encourage the students to become involved in the classroom?
3. Based on your experience, what did you find to be the most difficult aspect in teaching English?
4. As a teacher, how would you facilitate students to speak English in class?
5. In your opinion, what are the student's difficulties in learning English?

Current strategies:

6. In reference to your current teaching strategies, what strategy are you currently using for teaching English to facilitate student interactive communicative skills?
7. Do you use different strategies in every meeting?
8. Do you often use group work in your teaching of English?
9. What about the materials? Do you use materials from a book or other sources, like from internet?
10. What media have you used to support your teaching activities?
11. In your opinion, what kinds of strategies can facilitate students' communicative skills?

After the observational period:

1. Do you think group work can improve students' interactive communicative skills in listening, speaking, and thinking? Why?
2. What are the advantages and disadvantages of group work in teaching English?
3. In your opinion, what are the students' outcomes after participating in group work in your English instruction?
4. What problems did you find in the scaffolding of group work?
5. In your opinion, what kinds of group work facilitates students' communicative skills?
6. Do you think this strategy can be the solution for the students' participation and communication problems? Why is that so?
7. Did you notice any improvement in students' interaction before using group work and after using group work?
8. Did you experience any differences in teaching English, after and before implementing group work? What are they?
9. How does group work motivate students to speak English? Why?

## Appendix F: Questions to guide teacher's written reflections

Scaffolded group work:

1. How do you feel about scaffolded group work to improve current EFL practices?
2. What did/do you enjoy about this piece of work?

The most enjoyable process:

3. What was especially satisfying to you about either the process or the finished students' oral production?

Group work that facilitates students in listening, speaking, and thinking:

4. How does group work facilitate students' conversation?

Learning from the new strategy:

5. What did you learn about yourself as you worked on this project?

The difference between the current strategy and the new strategy:

6. What is the difference between the work you did at the beginning of the observational period the work you did as a result of the new strategy? Could you compare and contrast your early work with the new strategy?

The changes:

7. What changes can you see?
8. How did those changes come about and what have you learnt?

## Appendix G: Guide for students' verbal reflections

- a) *What do you like?*
- b) *What do you learn?*
- c) *What things you do not like to do?*
- d) *What do you want to know more?*
- e) *What experiences did you get?*

*Is there one question you have or something you are confused about?*

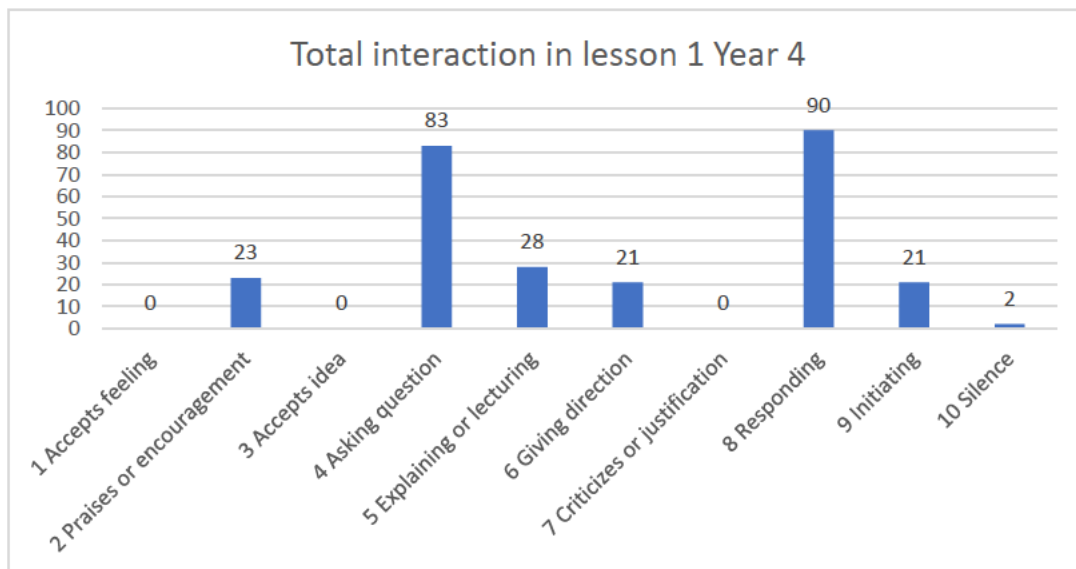
**Appendix H: Observation format for evaluating current practise**

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
The teacher supports the students' conversation and participation		
The teacher encourages students to resolve problems and share opinions with peers		
The teacher directs students' attention to explicit words and encourages them to talk and think		
The teacher shows warmth, caring, respect and fairness to the students		
Connection and interaction are made between the teacher and the students		
The teacher responds to the students' questions that arise in the flow of the lessons		
The teacher shares and builds the students' contributions to the classroom		
The teacher provides many opportunities to facilitate the students' active conversation		

## Appendix I: Samples of classroom interaction analysis

Flanders' (1964) interaction analysis categories (FIAC)

### Lesson 1 Year 4



Total interactions: 268 occurrences

#### Teacher and student talk ratio

**1. Teacher talk (TT):** 155 occurrences across categories 1 to 7, equal to 57.8% of the total 268 interactions.

Total of categories 1 to 7

$$TT = \frac{155}{268} \times 100 = 57.8\%$$

**1.1. Indirect teacher talk (ITT) / Area A:** 106 occurrences across categories 1 to 4, equal to 39.5% of the total 268 interactions.

Total of categories 1 to 4

$$ITT = \frac{106}{268} \times 100 = 39.5\%$$

**1.2. Direct teacher talk (DTT) / Area B:** 49 occurrences across categories 5 to 7, equal to 18.3% of the total 268 interactions.

Total of categories 5 to 7

$$DTT = \frac{49}{268} \times 100 = 18.3\%$$

## Appendix I: Samples of classroom interaction analysis

- 2. Student talk (ST) / Area C:** 111 occurrences across categories 8 and 9, equal to 41.4% of the total 268 interactions.

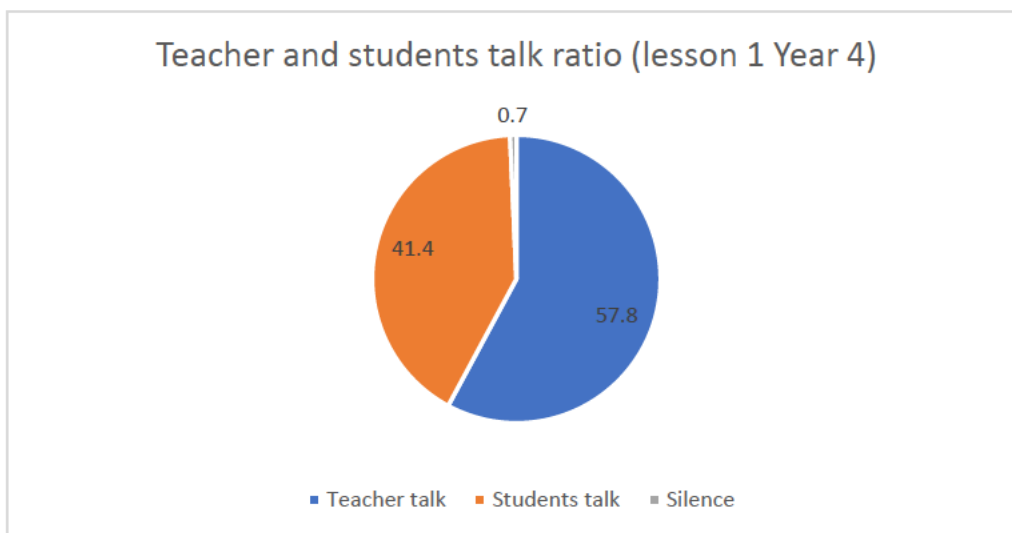
Total of categories 8 to 9

$$ST = \frac{111}{268} \times 100 = 41.4\%$$

- 3. Silence or confusion (SC) / Area D:** 2 occurrences in category 10, equal to 0.7% of the total 268 interactions.

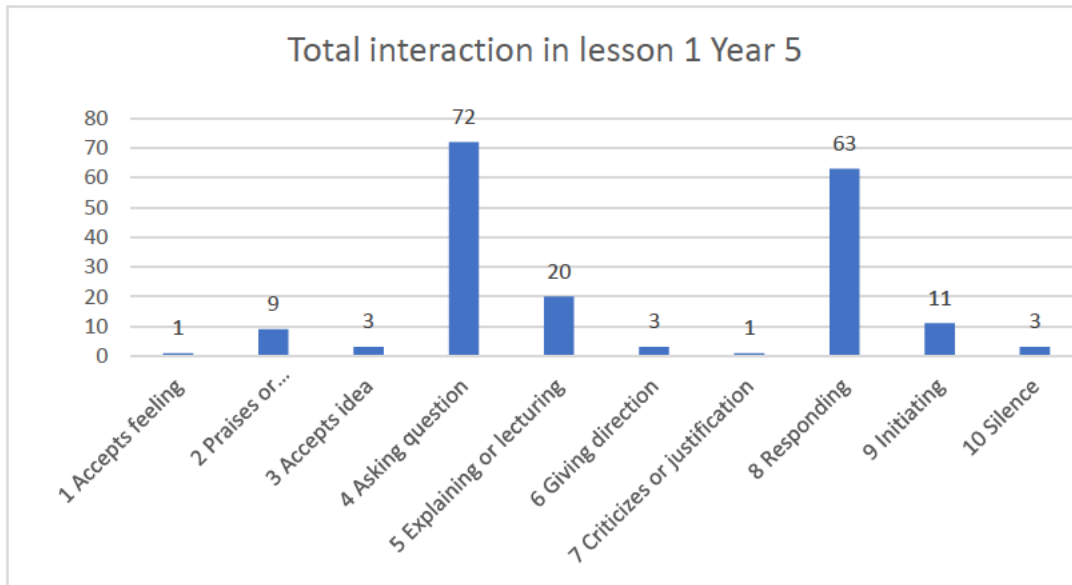
Total of category 10

$$SC = \frac{2}{268} \times 100 = 0.7\%$$





**Lesson 1 Year 5**



Total interactions: 186 occurrences.

**Teacher and student talk ratio**

1. **Teacher talk (TT)**: 109 occurrences across categories 1 to 7, equal to 58.6% of the total 186 interactions.

Total of categories 1 to 7

$$TT = \frac{109}{186} \times 100 = 58.6\%$$

- 1.1 **Indirect teacher talk (ITT) / Area A**: 85 occurrences across categories 1 to 4, equal to 45.7% of the total 186 interactions.

Total of categories 1 to 4

$$ITT = \frac{85}{186} \times 100 = 45.7\%$$

- 1.2 **Direct teacher talk (DTT) / Area B**: 24 occurrences across categories 5 to 7, equal to 12.9% of the total 186 interactions.

Total of categories 5 to 7

$$ITT = \frac{24}{186} \times 100 = 12.9\%$$

## Appendix I: Samples of classroom interaction analysis

2. **Student talk (ST) / Area C**: 74 occurrences in categories 8 and 9, equal to 39.8% of the total 186 interactions.

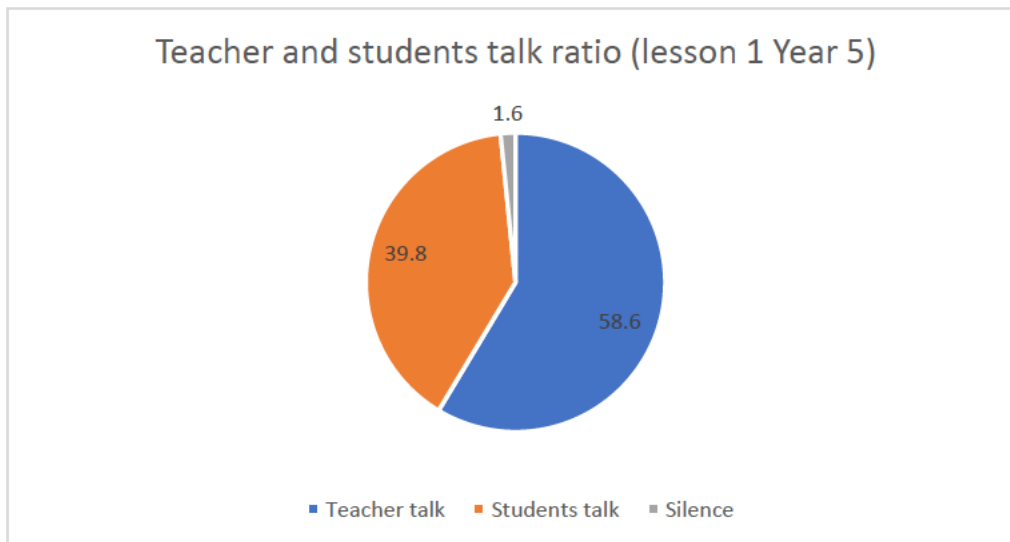
Total of categories 8 and 9

$$ST = \frac{74}{186} \times 100 = 39.8\%$$

3. **Silence or confusion (SC) / Area D**: 3 occurrences in category 10, equal to 1.6% of the total 186 interactions.

Total of category 10

$$SC = \frac{3}{186} \times 100 = 1.6\%$$



## Appendix J: Samples of types of talk used by students during group-work activities

Mercer's (1994) typology of talk, disputational, cumulative, and exploratory talk.

### Conversational extract

- Fira                    Why did her mother give a costume to the girl? Eh, girl
- Sigit                    girl            **(Peer-supported/correcting her pronunciation)**
- Fira                    *sok* Bel
- Come on Bel        **(Encouraging friend)**
- Bella                    Because her mother loves the girl
- Bener kan?*
- is that right, isn't it?
- Fira                    What do you think?
- ask Sigit
- Yugi                    Why did her mother give a costume to the girl?
- Bella                    mother or motor?
- Yugi                    motorcycle?
- Sigit                    mother            **(Peer-supported/correcting her pronunciation)**
- Sigit                    because her mother wants the girl to win the competition

### **Disputational talk**

- Yugi                    *ih beda*
- it is different answer
- Sigit                    *hallo, jawaban aku mah udah tadi sendiri*
- hallo, I have my own answer
- Yugi                    ok. Why did her mother give a costume to the girl?
- Sigit                    because her mother wants the girl to win the competition (repeat his answer)
- Yugi                    *enya jadi kumaha? Jawaban na rek nu mana?*
- So, which one is the answer? So, what is your answer?
- Fira                    My answer, because her mother loves her
- Yugi                    I don't agree.

## Appendix J: Samples of types of talk used by students during group-work activities

*kan ibu nya pengen anak nya menang jadi harus pake baju bagus.*

Her mother wants her to wear a good clothes

I don't agree with you

because her mother wants the girl to win the competition, she should wear nice clothes.

Sigit *gabungin we jawaban nya*           **(Giving solution)**  
combine the answers

### Cumulative talk

Yugi           Why the girl goes by train. How does she feel?

Fira           sad.

Sigit          sad.

Bella         sad.

Yugi          ok.

Yugi          yes. *Sad.*

Fira          sad, *nurutan*

Sad, you copy me

Yugi          happy

Fira          ok.

When the girl goes by train. How does she feel?

Yugi          I am happy.

Sigit          I am sad.

Yugi          Why it seems like other dancers hate her?

Sigit          *udah. Yang ini.*

It's done. This one

Sigit          Done. This one the last.

*Karena mereka iri*

Because they envy her

Bella         her or here?

Sigit          her       **(Peer-supported)**

Sigit          now, Bella

Bella         *karena berbakat*

Because she is talented

Yugi          Your turn, Sigit

Sigit          she talented

## Appendix J: Samples of types of talk used by students during group-work activities

### Cumulative talk

Yugi	When her costume is broken, how did she feel?
Sigit	sad
Sigit	Fira you... what do you think?
Sigit	When her costume is broken, how did she feel?
Fira	sad
Yugi	sad
Fira	<i>nurutan!</i>
	You copy me!
Yugi	You I, You I.
	when her costume is broken?
	<i>pasti sad atuh</i>
	of course sad
Sigit	sad semua
	everyone's sad

### Disputational talk

Bella	which character you don't like?
Yugi	<i>aku mah pelatih</i>
	my answer is the coach
Sigit	hah?
	<i>naha pelatih?</i>
	why coach?
Yugi	<i>bae we</i>
	it's up to me
Fira	si eta mah aneh
	you are weird
Yugi	<i>bae we</i>
	it's up to me
Fira	fine
Yugi	which part that make you happy?
Sigit	when the girl joined the dancing course
Fira	when the girl does not give up
Fira	<i>eh bukan.</i> When the girl won the competition wait, no. When the girl won the competition

## Appendix J: Samples of types of talk used by students during group-work activities

### Cumulative talk

Yugi	which part that makes you sad?
Yugi	<i>pas ninggalin ibunya</i> when she leaves her mother
Fira	<i>sama, pas ninggalin ibunya</i> same, when she leaves her mother
Sigit	<i>sok kamueun Bella cepet!</i> how about you Bella, hurry up!
Fira	which part that makes you sad?
Sigit	<i>kenapa lama kamu mah?</i> Why you took so long?
Bella	<i>sama jawaban nya</i> Same answer
Fira	what happened to 'yang jahat' Ms. What is 'jahat' in English?
Teacher	what happen to the mean dancer?
Bella	<i>kalah kompetisi</i> lost the competition
Sigit	after watching the movie, how do you feel?
Yugi	angry
Bella	<i>bener.</i> correct
Fira	same

### Cumulative talk

Yugi	what lessons you can take from this story?
Sigit	never give up
Bella	never give up
Yugi	never give <i>apa?</i> never give up on what?
Fira	dream
Sigit	<b>I think</b> , never give up (Use of opening words/sentence starter)
Fira	never give up in dream
Bella	agree
Yugi	<i>sama</i>

## Appendix J: Samples of types of talk used by students during group-work activities

same  
Fira you copy me, hahahaha  
Sigit *udah gitu aja?*  
is that all?  
Fira I don't know  
Yugi *Ms. Udah*  
Ms. We're done  
Teacher so, what lessons you can take from this story?  
Sigit never give up

### Exploratory talk

#### Sharing ideas

Sigit tell teacher if your friend is naughty  
Yugi *jangan bilang2 ke ortu, kalo ada teman nakal*  
don't tell parents about naughty friends at school  
Sigit tell teacher, not parents  
Fira *kalo temen nakal, laporin ke guru, akum ah gak mau ngasihtau mamah.*  
if my friends are naughty, I don't want to tell my parents  
Bella yes, tell teacher  
Yugi tell parents!  
Fira *mereka bisi khawatir*  
they will worry  
Yugi *kata aku mah harus ngomong ka ortu*  
I think, your parents should know  
Bella tell teacher  
Sigit *iya harus bilang ke guru soalnya mereka kan di sekolah nakal nya.*  
ya, tell the teacher because the teacher knows naughty students at school.  
Yugi *terus ke ortu gimana?*  
how about parents?  
Fira *bilang ke guru baru ke ortu*  
tell the teacher, then parents  
Yugi ok.

## Appendix K: Teacher's lesson plan

### Rencana Pelaksanaan Pembelajaran

Bimbingan & Konsultasi Belajar

Nama Pengajar :  
Hari & Tanggal :

Kelas :  
Mata Pelajaran :

Media Bahan Ajar		
No	Media	Keterangan

Agenda Kegiatan		
No	Kegiatan	Durasi
	Pendahuluan	
	Kegiatan inti	
	Penutup	

#### Pernyataan Pengajar :

- Saya sudah mempersiapkan materi kegiatan belajar dengan sebaik baiknya.  
 Saya membuat RPP dengan sebenarnya dengan penuh rasa tanggung jawab.

Ttd. Pengajar,

Ttd. Kepala,

(\_\_\_\_\_)

(\_\_\_\_\_)

Evaluasi Pengajar:

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