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The Students' Responses on Learning English Phonology Deploying Scaffolding: How does This Technique Support Higher Linguistics Stages?

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ABSTRACT

The indicated research aimed to identify pupils' reactions to the deploy¹³ scaffolding technique to learn English phonology. In this research, the data were assembled for 5 months, starting from February to June 2022, and they were gained through observation and distributing questionnaires by individual and group assessment. It involved 48 Indonesian college students in the second semester who were majoring in English and joining English phonology classes as well. The students and lecturers conducted demonstrative school room reciprocal action in English interaction phases in UIN SATU Tulungagung, East Java, Indonesia. The inputs could be figured out by adopting a qualitative way. From the results, it can be discovered that the implementation of scaffolding techniques in understanding English phonology influenced students deeply. The result showed that some students' perspectives included: the students 'handling difficulties in conducting teamwork for scaffolding technique, students' ability in understanding English phonology, and student's attitudes towards the implementation of scaffolding during the learning process.

1. Introduction

In English, phonology is an important thing that must be learned in order to communicate well and smoothly. Phonology is one discipline as regards one structure in one style. Previously mentioned discipline is particular along these sections about elements which handle alongside by what means to utter one style. Phonology also discusses how these

languages can appear and disappear. Phonology has a function to determine changes in the sound of a word, learn about the process of forming sounds, convey/pronounce them, and study the workings of human organs, especially those related to language use.

When a speaker of a language makes a mistake in pronouncing the sounds of a word, the meaning of the word can be altered, resulting in miscommunication between the speaker and the listener. Because of the significance of sounds, one is supposed to pronounce the sounds of a phrase correctly. However, some people still have difficulty pronouncing those sounds in a language (Hinkel, 2005). Students encounter many difficulties while studying phonology. According to Renaldi, et.al (2016), the difficulty faced by students the letter there may be phonetic differences between English and Indonesian. Then Gusri (2015) found there is a discrepancy between the first and target language target systems, which causes second-language learners trouble pronouncing the target language.

Teaching English phonology in higher education is not clear and easy, the instructors thought. It does not only about teaching other skills like listening, reading, and writing the text without any conversational determination but also growing pupils' competence or skill to arrange the content of phonology, language patterns, segmental, suprasegmental phonemes, and aspects of connected speech. All of the content of this subject is not easy to understand. Then nearly all of the pupils got difficulties comprehending this subject because they had just been taught English phonology as one branch of linguistics, especially in the second semester.

In general, remarkably, instructors do not continually alert to adopt scaffolding for the pupils in their instructing process. Every now and then, nearly all pupils, notably in higher education, do not lack discover what their English lecturers are conversing about and are not able to comprehend the content course. They further are not able to do the assignment themselves. Furthermore, English users recognize that English phonology is an unusual content. It was very complicated for pupils to adjust to this material conveniently and fast. So instructors or lecturers were demanded to master several ways for pupils to collaborate, cooperate, connect, comprehend, and conduct the assignment employing English phonology. Hence, instructors ought to adopt scaffolding for their pupils with their own means accordingly and originally in instructing the progress of English phonology.

All of those situations are considered to deploy scaffolding to assist the pupils provided by further information or capable instructor to finish an assignment those pupils could not have been able to complete by themselves. It could be restated that instructors, as stated by a linguist (Walqui, 2006), about scaffolding stages in practicing. Instructors could adopt several kinds of scaffolding; those are six kinds of instructional scaffolding such as (1) modeling, bridging, contextualizing, schema building, representing text, and developing metacognition. In this context, the lecturer may adopt this scaffolding in teaching English Phonology phases in order to gain the aim of learning English phonology.

To overcome this problem, a teacher needs the right strategy to be able to eliminate negative perceptions of students about the difficulty of learning phonology. There are many strategies to learn phonology, one of which is the scaffolding technique. Scaffolding is a learning technique that teaches students to be independent (De Pol et al., 2010), implemented along altered support by an instructor or further capable peer and affects that taking charge of instructing slowly transmitting from the instructor to the pupils (Lin et al., 2012). The teacher

only gives concepts to students and then allows students to develop their respective abilities through other knowledge. The scaffolding technique is considered challenging because, in this case, students are allowed to explore whatever they want to know. Another explanation related to this technique delivered by a few investigators (Hamidi & Bagherzadeh, 2018; Kivi et. al, 2021) stated that scaffolding is a core component of a sociocultural theory that has been suggested as a possible metaphor for fostering a second language (L2) learning in a significant body of work. Nassaji and Cumming (2000) also claimed that this technique encourages learning or the increasing of L2 skills. In addition, Van Lier (2004) explained that scaffolding has its roots in physical architecture, without a doubt. All come from physical, tangible operations, which later appeared in L1 and L2 acquisition studies and were thought to allow for cognitive and social operations.

Some previous studies have been conducted by several researchers' related language skills. Commonly, scaffolding is reported by other linguists (Kulju&Makinen, 2019;) explored the context of social and peer-scaffolding (initiation, responding, modeling, and expanding) kinds of phonological strategies and peer scaffolding used by children in playing with digital literacy. Scaffolding is informed to enhance pupils' oral competence (Munawar, 2019), and different investigation has been directed through another researcher (Kulsoom et al. 2021) that also announced powerful enhancement in how scaffolding technique jolts pupils' eloquence in oral English. Then this scaffolding technique brings pupils chances to earnestly involve themselves in interaction (Anita, 2019). Another research conducted by other researchers (Sari&Rozimala, 2021) has recognized that scaffolding in oral class affords pupils self-reliant training.

The research conducted by Munawar (2019) concentrated on the instructing activities to what degree this scaffolding was implemented in an English-oral classroom for junior school pupils. Equivalently, a study examined by Kulsoom et al. (2021) has demonstrated the value enhancement of the degree scaffolding technique effect on pupils' eloquent oral English. The scaffolding technique brings pupils chances to be involved themselves in classroom interaction (Anita, 2021). The previous study conducted by other researchers (Sari & Rozimela, 2021) has broadcasted that scaffolding in the oral course gives pupils with autonomous in instructing.

Next, another research examined by Munawar (2019) announced the instruction interactions of the degree that scaffolding was deployed in English-oral classrooms for junior high school pupils. Correspondingly, a study attended by several researchers (Kusloom et al.,2021) has convinced the potency of this scaffolding technique numerically in approving or encouraging junior high school pupils' oral competence. The following study, handled by another observer (Anita,2019) and two researchers (Sari &Rozimala,2021) on several English subject instructors, depicted the instructors' perspective of scaffolding techniques they deploy in their oral grades. Nonetheless, determining what strategies are deployed for scaffolding learning English Phonology, mainly in the second semester, probing the students' ability to deploy scaffolding and exploring the students' perspective on how they discern this technique is account exploring.

Thus, the then-now investigation endeavors to portray 1) what problems the students handle with scaffolding technique in learning English Phonology; 2) to what extent the students'

ability deploy scaffolding technique along interaction; 3) how the students recognize scaffolding technique carrying out in their school room.

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2. Literature Review

2.1 Scaffolding

Many know scaffolding as one of the learning techniques that allow students to increase their skills which involves leading the teacher as students gain their understanding. Scaffolding was first presented by few linguists (Burt et al., 1976) as a figure to conquer essential supports and guidance in the teaching and learning process (Hammond, 2001). Scaffolding is a process of giving feedback whereabouts every instructor or the more capable student interacts with the less knowledgeable students in order to give support that leads the students to be capable of pursuing and doing this assignment individually and freely. Burt et al. (1976) further clarified that this technique is a very 'synergy didactic exchange' bounded by instructors and pupils that facilitate pupils to major understanding through assisted learning. Scaffolding was aroused from Vygotsky's judgments (1987), which show that pupils will attain neither adequate accomplishments over self-input nor over one interchangeable process (Sugiharti, 2018).

Scaffolding has been suggested to transmit the momentary supports that have been set for the students in order to help them finish the task or enhance their understanding. Thus, the students can complete the task themselves. Scaffolding helps learners in building preceding knowledge and gets the ability to incorporate brand-new knowledge. The activities offered in teaching and learning using scaffolding are outside the limits of what learners can comprehend through an unassisted process. Essentially, the scaffolds in the scaffolding technique are momentary. This means that the teachers give help and guidance on the tasks as the beginning of what learners will do independently in the future. Mahan (2020) explained that scaffolding, as defined by Maybin et al. (1992) is a model of teacher support that can help students to gain current competence, frameworks, or stages of comprehension, and then students can successfully complete a task.

Gaining English along the scaffolding technique is one suitable solution or answer to be carried out. The word scaffolding was first adopted by several linguists (Burt et al., 1976) by deploying father or mother-kid speech along every initial lifespan (Gibbons, 2002). He defines Scaffolding as one momentary or interim framework or design that was provided through every mechanism of deducing or parsing one construction; as each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary but essential for the successful construction of the building. Another expert further mentions that scaffolding is not naturally different talk as assistance (Alshumaimeri, 2012). In other words, it is a certain or distinctive type of hand or aid that boots pupils in stunningly concerning recent experience, ability, competence, perception, thought, or stages of recognition. Scaffolding is, accordingly, the current aid in how one instructor supports pupils' involvement or practice to achieve an object in case pupils are capable of accomplishing one identical assignment unattended. It is forthcoming fair-minded and designed at enhancing one pupil's independence.

As stated by Hammond (2001), who mentioned any stages of mechanical or scholarly schemes about deploying scaffolding techniques in home-school style instruction. Then it was further determined that consideration and scrutiny or inquiry about style over the

directed query. In this case, instructors advise every consideration and inquiry about style by eliciting concern about important stages or situations the pupils choose or need. It is possible to gain by sharing queries or inquiries through accomplishing disparity in structure precedent, regulation, or over-testing cases, models, systems, and practice. Pupils' intelligible or comprehensible capability is proposed to perform in the act of pupils collaborating, considering, resolving, celebrating, conjecturing, designing, building up, and bringing out awareness. Joining in every instruction development permits them. This scaffolding step is important to prevent pupils from achieving one false inference or misconstruing the regulation.

To sum up, the scaffolding approach has been adjusted along further current style instruction assumptions, which defend pupils' involvement and the progress, advancement of analytical reasoning competencies, and freedom or self-government. It identifies with investigative instruction and is well-grounded. It bolsters pupils' focus on instruction development and hence generates particular relations that fasten their instruction. It has been a pupil-concentrated access that improves involvement and strengthens teamwork (Yeh et al., 2011). It allows pupils through overbearing capacity, stability for their peculiar instruction, and growth into further independence (Slavin, 2010). It is, accordingly, one accurate and appropriate step of impending style training at entire stages of speech competence.

At its deployment, scaffolding is defined and emphasized, approaching a mix of stages. At the mini-layer, scaffolding could be enacted by inspection and performing documents, whereas mini-scaffolding may be conveyed over figuring and linking (Sari & Munir, 2018). This study further enforced that instructors are allowed to deploy prominent and mini scaffolding techniques in their schoolroom.

Scaffolding was grasped and recognized in a few movements. Early scaffolding could be deployed by reminding preceding awareness and adopting authentic-realm instances in training (Harraqi, 2017). Furthermore, offering spoken inquiry to pupils might be deployed to design complementary training surroundings (Kamil, 2017). In addition, figuring was further declared to gain pupils in connection with their training (Sari & Munir, 2018). Therefore, it contributes further significant and better explanations.

2.2 Learning English Phonology

Phonology is a part of grammar or principles. Phonetics and Phonology are binary alternate areas included in linguistics. According to Roach (2009), phonetics is the part that deals with the smallest parts of language, while phonology is the organization of the functional sound of a particular language. Phonology is an organization of sounds or sound patterns and is more language-specific than phonetic. Nurhayati (2018; 2019; 2021) declared that knowledge of phonology is something that rarely being earned and said, or it can be stated that a specific dialect choice and arrangement, sequence, or structure of phonemes or sounds to convey or declare context, or essence. It means that every single being has a prior insight into languages but cannot naturally understand where they come from and the way to express them. Phonology, on the other hand, involves a decline or devaluation facing the extensive or crucial knowledge spokesperson and peers think they are saying and detecting (McMahon, 2002). Phonology means the sound system which is discriminated in one dialect and which serves as the building blocks for the higher linguistics stages, like Morphology.

Teaching Phonology is considered can be both interesting and difficult. Thus in this present study, a technique called scaffolding which allows students with more expertise in phonology to assist the less knowledgeable ones. Thus, the target of the learning process can be achieved. It is an obligation to conduct planning a scaffolding teaching technique. Here are some steps as follows: 1) Activate prior knowledge; 2) pre-teach terms/vocabulary; 3) Use parts; 4) use visual Aids; 5) Encourage participation; 6) withdraw; 7) provide support. All of these stages could assist in the deploying of this technique in training the pupils.

3. Research Methodology

3.1 Research Design

The descriptive qualitative research design was used in this research. Vickie and Clinton (2012) explained that descriptive qualitative is likely appropriate for qualitative research. It focuses on understanding phenomena in a total form than partially (Ary et al., 2010). In the indicated investigation, input was acquired by distributing questionnaires and conducting interviews. The present inquiry was conducted in UIN SATU Tulungagung in the course the second-semester students for five months, starting from February up to June 2022.

3.2 Participants

This study was carried out in the English Study Program of the Faculty of Teacher Training and Education of UIN SATU Tulungagung concerning the second term students. The participants were 48 (20 males, 28 females) students who majored in English and have taken *Introduction to English Phonology* class.

3.3 Instruments

Instruments had been adopted by this route for acquiring data. Two types of instruments were utilized in the current investigation. In the indicated investigation, input was acquired by distributing a questionnaire and conducting the interview. The researcher used the open-ended interview to gain data about the pupils. The students interviewed were composed of 3 students as the representatives of the class. The researcher accomplished the data by analyzing relevant documents such as the result questionnaire and transcription of interview results.

3.4 Data Analysis Procedures

The data were figured out, proving three steps of the process, namely: data condensation, data display, and conclusion drawing/data verification (Miles et al., 2014). In data condensation, the researcher conducted a process of strengthening, focusing, sorting, discarding, and organizing to make final verification. Next, the researcher continued to a process called data display, which means presenting the display or the compressed and arranged collection of information from data condensation. Then, the last is drawing and verifying the conclusion.

4. Findings

Based on students' experiences after participating in learning English phonology with the scaffolding technique, students gave several different responses related to the ability to master the material, the attitudes shown during learning with their friends, and the obstacles experienced during the learning process

4.1. Students' Handling Problems during Work Together

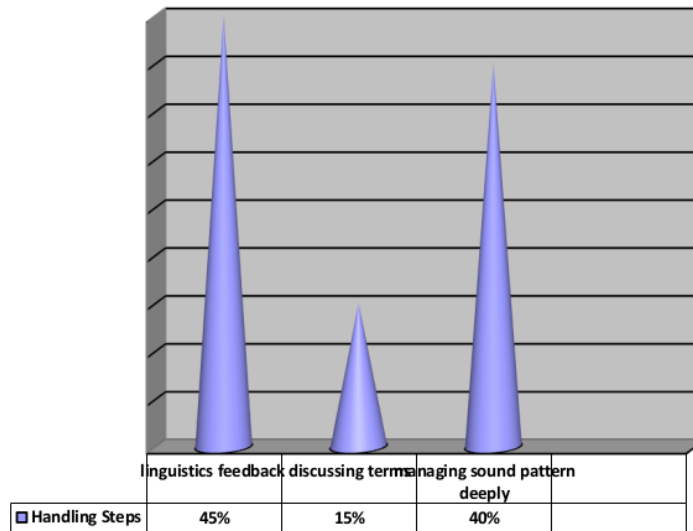
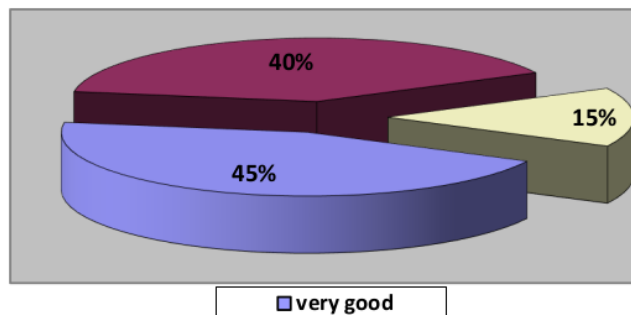


Figure 1. Students' Problems during Work Together

Students encounter various problems in following the lesson, especially when in the scaffolding technique. There are several obstacles faced by the students. The first is not clear in the delivery of the material, as much as 45%. students actually master the material, but the way it is delivered is not interesting, and the voice is not loud enough to reduce the score. Then the next obstacle is students who are too busy with personal business, 15%. this kind of attitude leaves the other students in the group feeling confused and overwhelmed. and the last one is the lack of understanding of the material by students, as much as 40%.

4.2. Students' Ability in Understanding Materials

In general, the participants mentioned various their ability to conduct scaffolding techniques using teamwork. Another discovery is conceded to be examined in the figure below.



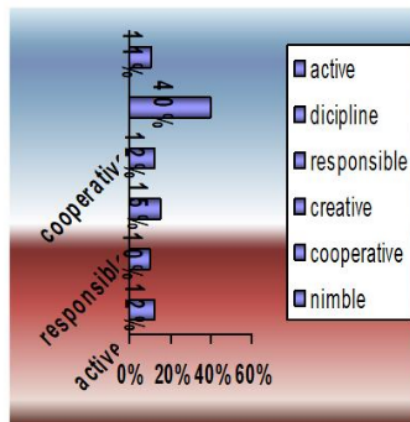
The Figure 2. Students' Ability in Understanding Materials

After learning Phonology using scaffolding techniques has been applied, the researcher found answers from students related to the student's opinions about the ability in mastering English Phonology materials. According to the student's responses, as many as 45% of the

students are very good at mastering the material of linguistic features. Then there are 40% of students can understand the material, but there are slight deficiencies in presenting the material. The last one is that only 15% of students are quite capable of understanding the material, so they need to study more.

4.3. Students' Attitude in Team Work

In general, the participants mentioned various attitudes in conducting scaffolding techniques using teamwork. More finding is granted to be examined in the figure below.



The Figure 3. Students' Attitude in Team Work

Students' attitudes toward working together in teams also affect the scaffolding technique. There are several good attitudes that can be applied by students in supporting group collaboration. The first is the active attitude applied by students, as much as 12%. Then the disciplinary attitude of students in doing and collecting assignments was only 10%. Furthermore, the attitude of responsibility was quite widely applied by students, namely 15%. For the following, the creative attitude in delivering presentations was 12%. The biggest presentation was a 40% teamwork attitude, and the last one was a nimble attitude which was only 11%.

With regard to the student's response to the implementation of the scaffolding technique, the representative of students delivers some reasonable view of the practice of using this technique in their learning English Phonology. The scaffolding technique is integrated with consultation and working in group presentations. The coming or subsequent was the worth of the interview outcomes.

The early students endorsed and recognized that deploying the scaffolding technique combined with group presentation supported them to enhance and increased their countering problems in learning English Phonology.

S1: "...focusing the unfamiliar terms and discussing with the group member."

S2: "We manage the difficulties by reading more and talking deeply"

S3: "I tried to confirm the summary of English Phonology material to get feedback and revised it properly"

Further, the student's reactions to the use of the scaffolding technique conceive active, impressive, and efficient. Of entire the interviewed students, all affirm and agree that they are held by deploying this technique, especially in mastering the materials of English Phonology. They noticed,

S1: "... learning English Phonology is easier and understandable."

S2: "We've got the point easily, inspired."

S3: "I've got a good feeling, and convenient."

Student 1 commented that this technique used by his lecturer made learning English Phonology much easier and more comprehensible. Students 2 and 3 confessed that they appreciate and revel in this English Phonology class.

The following, the student defended that deploying this scaffolding technique combined with teamwork deployed by the lecturer generated them permit them to enhance their supporting group collaboration. They confessed,

S1: "Every student can be more responsible"

S2: "... Become a more active person, and then we learn English Phonology with our group members, more confidence."

S3: "Principally, at the same time, you conduct it with friends. It teaches us to become more cooperative with our group."

Student 1 mentioned that everyone could be capable of being more responsible people by deploying this technique; it meant that she is certain every student in this class is trusted with the task as their part well. Student 2 tends to convey that he establishes his participation actively in learning English Phonology as if he was forced by the lecturer to get out or break his enjoyment and convenient area. Student 3 declared that rehearsing learning English Phonology with the integration of scaffolding and teamwork techniques could advance and promote his collegiate, coordinated or cooperative.

5. Discussion

From the results of the finding, there are several activities that are used by the students to overcome some problems experienced by students during work together. First, there was no clarity about group members in explaining the material. This happens because their lack of scaffolding speech approach was further dominant and prominent in pupils' competence to declare English. Confidence could make them nervous. The sound during the presentation was not loud enough, so it should be understandable, but it was confusing because of its obscurity. The next one is too busy. In working between teams that are busy with personal matters to the point of neglecting duties. Group members feel annoyed and confused to complete the task immediately. The last one is the lack of pupils' competence to understand the material. This can lead to a feeling of lack of confidence when presenting the material, so it does not go well. Lack of students' ability to understand the material can have an impact on both themselves and their group. After all, it could be handled by them using several activities.

Besides, findings support Ferguson (2006) outlook regarding acting in communities, whatever its benefits, almost often pose problems and pitfalls in the realm of partnerships. These are some of the most serious threats students might face as part of a group: (1) creating, maintaining, and repairing the human interactions that make up a community

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would almost certainly take a long time; (2) students' community can cause friction, hurting people's feelings and jeopardizing their relationships. (3) the member of the group may misinterpret the intentions or messages of other group members. (4) any members of the community may try to cheat, exploit, or betray the faith of others.

Further, it was found that the student's abilities in understanding the material of English phonology while using the scaffolding method were very good, good, and quite capable of figuring out the material. This is shown by the delivery of material by each group through presentations. This finding supports other investigations handled by several researchers (Maloch, 2008; Myhill & Warren, 2005; Nathan & Kim, 2009; Oh, 2005; Rodgers, 2004; Nikula, et.al, 2016) who determined that the role of scaffolding contributed to instructing, scaffolding research by giving any support from the teacher and it acquired for further an authentic, practical research to depict how this technique instructors scaffold their pupils' training (Mahan et al., 2018; Ruiz de Zarobe & Zenots, 2018). Furthermore, language learners that facts can understand the material very adequately and are very fluent in presentations. The language learners that facts are able to appreciate the material quite present the material smoothly, but there are some deficiencies in the attitude in the presentation so that it is less clear. Nervous causes the resulting sound to be less loud so that it can reduce the scores of students who should be good to be less, but these hindrances could be handled by them using several activities, understanding the terms more, refocusing, managing the difficulties, discussing and getting feedback and talking deeply with the group member or small group. This finding is in line with another researcher (Auckerman, 2007) who conducted scaffolding in small groups related to the school culture and communication difficulties. Then students who can discern the material sufficiently have deficiencies that still need to be honed again. The existence of cooperation between friends in the group has not been going well, so that one or several students in the team have difficulty studying the material.

The results supported another study's (Vona et.al, 2015) perspective that scaffolding directs pupils to catch better learning writing. Besides, the outcomes are in line with several studies (Multasih, 2011; Mahan et al., 2021), which found in their research that the use of scaffolding methods helped students obtain a better understanding of the material, including writing results. Students who were trained using scaffolding techniques had higher writing performance scores than students who were not taught using scaffolding techniques. A few of those techniques had been investigated early by other researchers; Rahmah (2016) also stated that the scaffolding technique could increase the student's ability in practiced speaking. Scaffolding is more important when a task is difficult, and students' skill is limited (Donovan & Smolkin, 2002).

Henceforth, the current study's finding concerning working together supports the students' participation and their social-constructivist view, which highlights students' attitudes while working together in groups using scaffolding techniques to foster a positive attitude. Some of these positive attitudes include being active, disciplined, responsible, creative, cooperative, and agile. The finding also showed that operating scaffolding could transmit responsibility, as the study conducted by other researchers (Reigosa & Jimenez-Alexandre, 2007), who determined that this technique could transmit the level of autonomous competence. Furthermore, this result supports several research conducted by a few researchers (Maloch, 2002; Davis & Miyake, 2004; Granott, 2005; Renninger & Granott, 2005; Reninger et al., 2005; Grigorenko, 2009; Schreiber & Valle, 2013) the examined sequences

techniques used in teaching pupils in groups and the dynamic interaction and assessment. Of the several attitudes, there is teamwork attitude has the biggest presentation where cooperation is the main key in a team. Then this discovery is also matched along investigations helped in the name of several linguists (Murphy & Messer, 2000; Pratt & Savoy, 1998; Chi et al., 2001; Chiu et al., 2002; De Pol et al., 2010) who found that every effective about conducting scaffolding technique as mechanism and intentions for students activities measurement. Students could be enthusiastic about learning if there is good communication between members. They can ask each other and discuss problems experienced in learning. Besides, findings support Nurhayati's research (2019) that most pupils become more proactive and independent and have good class management in learning Phonology by using media and techniques.

Similarly, the results are in line with Ghorbani (2016), who conducted research on the topic of cooperative learning and stated that it is too effective in learning English. Then both active and creative attitudes occupy the second biggest presentation after cooperation. Many students also have active and creative skills in scaffolding techniques. The higher the level of creativity of the students, the more varied the way they learn and convey the material so that it is easy to understand. The improvement of scaffolding and mediating skills for gymnastics ingenuity and possibly improved results (Grigs & McGregor, 2011). Furthermore, the outcomes of the study concerning scaffolding, students did not have enough nimble attitudes because they encountered complaints from several group members who were worried about the ignorance of their fellow members. And the last is the disciplinary attitude that students have, at least. Most students take a long time to complete the assignment, even too late.

6. Conclusion

Every determination about the indicated was to classify and diagnose students' responses on the utilization of scaffolding technique in learning English phonology. Recent research on the deploying as regards scaffolding approach in tutoring English phonology has a conclusive effect on the learning process based on students' responses. Recent findings suggest that the use of scaffolding affect especially students' understanding and attitude toward English phonology. Students show increased understanding, creativity, responsibility, self-discipline, activeness, as well as cooperativeness through the English phonology learning process. However, issues still faced by students in form of difficulty during the learning process, such as inactiveness of participants in the group, less understanding of the material among participants in each group, and less material mastering of students.

Based on the result of this research, some suggestions are presented, especially for lecturers, instructors, and future researchers. The sense of this study is consolidating awareness of scaffolding in linguistics. It can be a recommendation for lecturers to teach English phonology subjects as well as other courses using scaffolding techniques also. Next, the researcher is recommended to implement the scaffolding technique in order to analyze another field of subjects, skills, or competition. In addition, it was hoped that the findings in the indicated investigation could be used as a hint for the future investigator as well.

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