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**TEACHER'S BELIEF: SCAFFOLDING IN NON-RECIPROCAL LISTENING TO EFL STUDENTS**

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**ABSTRACT**

This research investigates teacher's belief about scaffolding given in non-reciprocal listening to EFL students in Indonesia. Its aims are to find out teacher's belief about scaffolding in non-reciprocal listening and teacher's way of overcoming difficulties to teach non-reciprocal listening. This research was conducted because scaffolding has been applied in teaching non reciprocal listening in Indonesian schools until now. Thus, case study is the design of the research and purposive sampling was chosen. Two English teachers participated in this research considering that they are always in charge of listening class every single semester. Interview and observation were designed to fulfill data collection technique. The validity of the data was obtained through triangulation. The first finding of the research shows how they trust and implement scaffolding in teaching non-reciprocal listening particularly in whilst activity which is the crucial step to cut down the students' gap in misunderstanding in listening to native speakers of English. She did it by utilizing sound and spelling taxonomy in between. The second finding shows that the teacher overcomes all difficulties to teach non reciprocal listening by taking some advanced actions and constructing classroom action research. The conclusion is English teacher who is in charge of listening always uses scaffolding to teach non-reciprocal listening, particularly to students of earlier semesters. Thus, scaffolding in teaching non-reciprocal listening is highly recommended for English teachers and teacher to get students' better achievement.

**Key Words:** Non-reciprocal listening, scaffolding, teacher's belief.

**1. INTRODUCTION**

The application of scaffolding in teaching non-reciprocal listening was firstly initiated due to the fact that listening to Native speaker of English seems to be the hardest language skill for among students of English education program, particularly, in non-reciprocal listening which means listening to native speaker of English from electronic media. The idea of non-reciprocal listening came from the absence of Native speaker of English. Besides, inviting Native speaker of English is costly. Ideally, inviting native speaker of English is definitely needed in listening skill. Thus, to meet the demand of teaching listening at schools or even higher level of education, non-

reciprocal listening is the alternative which means presenting Native speaker of English from machine by means of TV, CD, or other online media.

As we know that the sound quality of machine varies. It is mostly different from the original sound of the speakers. Sometimes the message coming from the real sound of the speakers can be easily understood compared to the sound from media. It leads to misunderstand the message as the result of unclear words and sentences. To anticipate some misunderstandings in non-reciprocal listening, scaffolding are decided to be applied to minimize students' failure in understanding spoken English from native speaker of English.

Some considerations were taken before deciding to scaffold listening. Classroom action research was conducted to see how scaffolding works for the students. Then it works. Thus, it becomes the top priority. Scaffolding has been practiced almost in all subjects in schools. However, non-reciprocal listening has the biggest sphere to gain scaffolding. Another consideration is seeing the evidence that not all graduates can be competitive to get work just because they are not qualified contenders. They can speak English in the working interview but when the interviewer is native speaker of English, they fail. Definitely, it is a matter of lack of listening skill. That's why, scaffolding must accommodate this listening problem. Next consideration is need analysis has ever been carried out and scaffolding is positively what the students need. When the teacher realizes what the students need, she directly follows up scaffolding the students relating to that need.

English teacher who is in charge of listening course in earlier semester uses micro-levelskill of listening as scaffolding to overcome students' failure in understanding spoken English from native speaker. In this case the knowledge of English sound and spelling is given to the students. The idea initially came up because the students' listening achievement always stay the same, under average. It never met the learning goal. Listening used to be classical taught. The teacher asked the students to do the quizzes after they listen to the audio. That's it and no more enrichment. Scaffolding was then constructed through classroom action research. The result was good and it has been practiced up to now. the teacher doesn't play quizzing after listening but elaborating English sound and spelling to make students understand the difference between Indonesian's and English's sound and spelling. It will automatically elevate students' listening achievement. Why earlier semester? Students' mind mapping in earlier semesters is very crucial to construct. Their listening competence will link to other language skills. Thus, that moment need more scaffolding from the teacher. Why Scaffolding? Scaffolding actually has been practiced until now. Scaffolding seems to be groundbreaking to get the solution of what the students need so far.

The benefit of this research is to enrich English teachers knowledge dealing with teaching listening strategies to other Indonesian students, particularly not only in high education level, but also in secondary education level. The next benefit is for other researchers who want to do related research because this present study can give profound information dealing with scaffolding in teaching listening. Another benefit is for English education because scaffolding can enrich English learning and teaching technique and strategy.

## 2. LITERATURE REVIEW

It's been observed that the use of media in teaching English is definitely required, particularly in teaching listening. Rao (2014, p.142) underlines that "media can act as a facilitator in teaching learning process. It has immense potential as an instructional tool." It is not surprising if non-reciprocal listening needs media to compensate of native speakers of English. What is non-reciprocal listening? Based on the characteristics of the delivery, Wilson (2008, p.13) categorizes listening into two mode of delivery consisting of reciprocal and non-reciprocal. Wilson also mentioned that "reciprocal listening involves interaction between two or more people, in other words, there is a conversation. Reciprocal listening allows the use of repair strategies: speakers can react to look of confusion by backtracking and starting again; listeners can ask for clarification, ask the speaker to slow down, etc. non-reciprocal describes a situation in which the listener has no opportunity to contribute to a dialogue, for example, while watching television or listening to the radio. In these situation, the listener's lack of control over the input is a crucial issue. The listeners has no influence over factors such as the speed at which the speaker talks, the vocabulary and grammar used, and no resource to asking for repetition of a word if the speaker's pronunciation renders it incomprehensible."

Thus, teaching non reciprocal listening means the listener doesn't have the chance of making response to the speaker because the speaker speaks in media. The presence of media where native speaker of English talks is definitely needed in non-reciprocal listening. That's why, in Indonesia, non-reciprocal listening is applied in most areas. In another word, English teachers use technology in teaching Listening, which can carry indirect listening. From all above explanations, obviously, non-reciprocal is more difficult than reciprocal listening because the sound quality of real native speaker of English is much clearer than the one through media.

Teachers in English education program uses scaffolding to grab the learning goal. The learning goal in teaching listening is to make Indonesian students understand spoken English from electronic media. Scaffolding in general is defined as the support from the teacher in learning or if the teacher gives the teacher supports at all cost to the students in order to obtain the ultimate learning goal. Kinds of teachers' support may vary. It can be support from teaching methodology, technique, strategy and teaching media. Another variable of this research is scaffolding which was firstly purposed by vigotsky underpinning the ZPD concept (Zone of Proximal Development), (Moll, 1990; 3). Then ZPD concept, according to vigotsky cited in Hammond (2009, p. 9), "is the distance between the actual development level (of the learner) as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." Scaffolding comes from Vigotsky that is defined as teacher supports for students to get the learning goal. Hammond (2009, p.8) then sharpens that "scaffolding is different from the word 'help'." Then, Hammond adds that "scaffolding is aimed at supporting students to tackle future tasks in new contexts: to know how to think, not simply what to think." There are still other researchers who have the perception about scaffolding. Maybin, Mercer and Steirer (1992) as cited in Hammond write that scaffolding is not just an assistance which helps a learner accomplish a task. It is

help which will enable a learner to accomplish a task which they would not have been quite able to manage on their own, and it is help which is intended to bring the learner closer to a state of competence which will enable them eventually to complete such a task on their own.

From the perspective of some researchers aforementioned, scaffolding is not just a support but an assistance to enable the students not only know what to think but also know how to think. In short, scaffolding is aimed at leading the students to know the process to get the correct answer. It is more than help. It is temporary because when the students know the process to get the answer or clue of a problem, they don't need scaffolding anymore because it is applicable for good. It is different with 'help'. When the teacher helps the students to find out the answer, next in case of any new problems, the students will need another help from the teacher. Therefore, 'help' is not temporary.

Another aspect from this research is teacher's belief. It is the major concern because it will be connected to the use of scaffolding. Xu (2012) underlines that "there's growing evidence to indicate that teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their understanding of their place within it." Xu's statement reflects that a teacher will involve what s/he understand and view their work and world. Furthermore, Roland Meighan (1990) cited in Xu (2012) highlights that "teachers may hold any one or a combination of beliefs about those whom they teach and learners may be construed metaphorically as: resisters, receptacles, raw material, clients, partners, individual explorers, and democratic explorers." It means that if the teacher considers learners as resisters, receptacles, or raw material, they will be passive individual because they will be pushed loading themselves with abundant of knowledge. They don't have any chances to scientifically analyze problems. It is all the way around if the teacher consider learners as clients, partners, individual explorers, and democratic explorers, the teacher has scaffold them to make them as scientific individuals that can adapt with the development of science and technology.

I believe that using technology as a medium in teaching non reciprocal listening. It is definitely needed because of the absence of native speaker of English. The use of media in teaching listening, such as, podcast, audio CD, movie, and many others is a scaffolding. However, the way scaffolding is implemented in the use of technology in teaching non-reciprocal listening depends on how the teacher makes the way s/he uses technology in teaching non-reciprocal listening to be scaffolding. For instance, an English teacher will correct students' pronunciation to the sound of 'think' by saying the correct version. In this case, the teacher doesn't scaffold the students because s/he just let them know the correct one without guiding them how to produce the sound of 'th'.

There have been two related studies that support my study. First, from Veerappan, Suan & Sulaiman (2011), investigates 'the Effect of Scaffolding Technique in Journal Writing among the Second Language Learners'. Second, from Bigdeli & Rahimi (2015), constructed the topic 'Impact of scaffolding on complexity and accuracy of Iranian EFL learners' narrative writing' An exploratory study. The gap that can be taken from both studies and present study lies on language skill. The present study elaborates how teaching listening

using technology can get scaffolding while related studies just focused on teaching listening and using technology in teaching writing.

### **3. METHODS**

This research has qualitative approach which case study is applied because it analyzes and describes scaffolding as a case in teaching non reciprocal listening to students. Fraenkel & Wallen (2007, p.438) stated that what case study researchers have in common is that they call the object of their research cases, and they focus their research on the study of such cases. One English teacher was taken as purposive sampling because she has specialization in teaching listening. Besides, she has been concentrating on using scaffolding in teaching listening to Indonesian students. Data collection techniques taken are observation and interview to the teachers. Observation in listening class and interview to the teachers were conducted to find out teachers' belief in implementing scaffolding to teach non reciprocal listening to the students.

Data analysis technique of this research uses triangulation that crosses check all data at all cost. Fraenkel & Wallen (2007:462) stated that triangulation is checking a variety of instruments to get the data validity. Data from observation, interview, and documentation were interpreted and crosschecked at one another to get research result and finding. In line with Fraenkel & Wallen statement, Miles & Huberman (1994; 266) defined "triangulation as a near-talismanic method of confirming findings. Stripped to its basics, triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it." Thus, the result of this research were analyzed and elaborated in depth comprehension related to teachers' belief in implementing scaffolding to teach non reciprocal listening to the students.

This research was conducted in semester one and two because scaffolding in non-reciprocal listening has been applied in Listening class in those semesters. Why semester one and two? Those semesters are considered to be the starting point to absorb further knowledge. If scaffolding in those semesters are given, the students will be well-prepared to absorb further language skills. The procedure of the research was started by searching references and journal followed by doing classroom observation and interviewing English teacher. The points that become major concerns are analyzing and interpreting data to extract the finding of the research.

### **FINDINGS AND DISCUSSIONS**

From the observation, it can be seen that the English teacher has been accustomed to practicing scaffolding to teach non-reciprocal listening. Based on the lesson plan, the classroom activity is divided into pre, whilst and post activity. In pre activity, English teacher played back the audio about the material given in the previous meeting. Playing back the previous audio means scaffolding to make the students recall what they had before. In whilst activity, English teacher used podcast taken from internet, gave quizzes based on the podcast topic, discussed it with the students and she combined it with presenting the system of English sound and spelling. Giving quizzes, discussing, and presenting the system of English sound and spelling are scaffolding. In post activity, English teacher played another podcast for further meeting which is a scaffolding as well. In conclusion, the

finding of the research is scaffolding has been widely applied from pre, whilst, and post activity during teaching non-reciprocal listening in earlier. Due to the fact that the sound quality coming from the device like CD, TV or other electronic media has a slight different from the original one. Thus, the explanation of English sound and spelling as the micro skill of listening is a scaffolding to help the students become better listeners.

To meet the first research question dealing with teacher's belief about scaffolding in non reciprocal listening, I analyzed it from the interview consisting of five questions. The first question is whether or not she understands what scaffolding is. The teacher answers that:

*“As far as I know, I got it when I studied in college and I sometimes browse, scaffolding is how the teacher guides the students until they find out the answer of the problems. For me, scaffolding is a teacher's help but not a help to give the answer straight away to the students but a help to find out the clues. This kind of help is actually required by the students. Like I myself never end the class before I make sure that all students understand the concepts and theories. And I'm gonna repeat and repeat asking whether they understand or not.”*

What the teacher answered means that she understands scaffolding. According to her, scaffolding is to help and support the students to find out the clues in order that they can answer the problems. No doubt that she keeps applying scaffolding in her non-reciprocal listening class because she knows that scaffolding is badly needed in non-reciprocal listening. In line with what has been observed, her understanding is reflected in the way she teaches her students. She knows how to scaffold her students in giving the clues not giving the answer directly, such as, how schwa sound is pronounced, how to differ the sounds of /i:/and /i/, how to stress in the word 'report' as an adjective and as a verb. Next if the students listen to the audio containing those items, they automatically figure them out. In short, the data from the observation and the teacher's answer in the interview are the same.

The second question is the reason scaffolding is applied in non-reciprocal listening. The teacher's answer was divided into two topics. First was about scaffolding students in other basic skills beyond listening. Second was about scaffolding students in non-reciprocal listening. Here are the complete script from the interview related to the reason of using scaffolding in listening;

*“Before I answer the reason why I apply scaffolding in listening, let me explain the difference between listening and other language skills such as reading, writing, and speaking. Well....listening is what we call... receptive skill just like reading. Other skills like speaking and writing is productive skill. However, only listening is related to the audio. It means audio coming from machine. That's why it is called non-reciprocal listening. If we have native speaker of English, it's not a hard work for us to teach because my students can listen directly to native speaker of English. Commonly, the real sound of native speaker will be much clearer than the one from the machine. That's why I put priority to scaffold listening all out compared to other language skills. Besides, it has been instructed by the management that we have to give the students optimal scaffolding to the subject that we*

*assume hard. Anyway, all the English teachers in English education program must scaffold all students in all subjects. That is what it is supposed to be.”*

From that explanation, it can be concluded that scaffolding has been given to all students in all subjects. But only non-reciprocal listening has the priority to get scaffolding because English is not native language and it's hard to get native speaker of English. It makes sense because hiring native speakers of English is expensive. That statement is relevant with what I saw during class observation. It is not easy to teach listening. Many times the students failed to figure out the audio text. The students will keep failing unless the teacher doesn't scaffold them.

The third question is how long scaffolding has been applied. The answer is quite long and some of them are not related to the question. Anyway, I have to sort it and it could be seen as follow;

*“I've been using scaffolding in teaching non-reciprocal listening after I found students listening didn't meet satisfied achievement. It was approximately in 2009. So, it's been eight years so far and I'm not thinking of getting away from it because my students seem to need it badly. I myself believe that scaffolding is not the only teaching techniques. There could be many others. However, I'm still faithful to scaffold my students in non-reciprocal listening because I have got its benefit. So far, I believe that scaffolding is one teaching technique I count on. As you know that to native speaker of English is a hard thing to listen for those who lack of practices because English is not our native language and you can imagine if it must be through machine. It's completely difficult for my students to understand the message. For me, there's nothing I can do except I scaffold them.”*

From teacher's perspective about the duration of using scaffolding, it can be concluded that she hasn't got any idea yet to move to another teaching technique as she feels comfortable to use scaffolding. Thus, she has been implementing scaffolding from 2009 since she found that students' achievement in listening always stayed low every semester and she decided scaffolding her students until now. In line with what has been observed, the interaction between the teacher and students in the class indicates that how scaffolding runs well and it also show how much longer scaffolding has been implemented, because the interaction between students and the teacher didn't look awkward, weird, or clumsy. There is no doubt if the students and the teacher get accustomed of learning and teaching non-reciprocal listening.

The fourth question is concerning about the ways the English teacher scaffold the students in non-reciprocal listening. She mentioned about some steps conducted during teaching listening started from pre, whilst, and post activity. Here are some explanations dealing with the fourth question;

*“To me, I apply scaffolding started from the beginning to the end. In the beginning, it is called pre activity. In this step, I gave my students scaffolding related to preparation of*

*listening topic and brainstorming of the previous topic. This step is important because I have to measure how much they understand the previous material and how much they prepare to get the next material. Next is whilst activity. In this step I explain every single English sound and spelling. It consists of linking, weak sound, hidden sound, stressed syllable, intonation, and the use of English vocabularies, as well as some English grammars. Those are given after my students listen to certain audio text and do the quizzes. My students usually have various questions during the explanation of English sound and spelling. They're really curious of how much different between English and Indonesian sound system which means very important for their language improvement. This is the main scaffolding I think, because it is directly related to the subject. Next step is post activity. In this step my scaffolding is asking them to summarize the material and giving them the homework. It could be making audio script, audio summary, answering quizzes based on the audio, etc."*

From that explanation, it can be concluded that she applied scaffolding in all aspects during her teaching from the beginning till the end. However, she puts the priority in whilst activity. She explains English sound system, its difference with Indonesian sound system such as the sound of /v/, /f/, and /ʃ/. This is very important because this kind of scaffolding develop my students' competence in listening. They become aware of how the sound of /v/, /f/, and /ʃ/ are pronounced which means that scaffolding in whilst activity gives the biggest contribution to the students' non-reciprocal listening achievement. From the observation, It can be seen that the way the English teacher gave scaffolding not only in the whilst activity but also in pre and post activity. However, the main scaffolding given in whilst activity where the English teacher introduce the systematic way of producing the English sound, sometimes English vocabulary, or some grammars. Scaffolding given in pre and post activities are related to technical scaffolding like brainstorming, giving appraisal, leading the discussion, giving homework (individual or group tasks), etc. therefore, the relevance between what has been observed and the teacher's explanation indicates that she has good belief on scaffolding applied in non-reciprocal listening. This strong belief certainly will lead to elevate students' and teacher's motivation in teaching and learning listening.

The fifth question is about the benefits of scaffolding for the English teacher, her students, and non-reciprocal listening. Actually this question has been explicitly mentioned in previous questions. However her answer must in fifth question must have additional information which is very significant to complete number five's answer. Here are some statements dealing with number five:

*"Well...I'm pretty sure there are some benefits of applying scaffolding. For me, it is a kind of reflection of teaching. It is my teaching improvement because as an English teacher I have to keep developing my teaching technique, particularly teaching non-reciprocal listening. In another word, if I see something wrong in my teaching, scaffolding is the answer. The benefit also goes to my students. They are no longer clumsy with the existence of English sound system. It heads on the way they understand how native speakers of English speak through electronic media. I think I'm very much proud of my students'*



*achievement in non-reciprocal listening. It means also my success in teaching. The next benefit goes to non-reciprocal listening. It is not considered as a thrilling subject due to the use of scaffolding.”*

It is definitely obvious that the English teacher mention three benefits of applying scaffolding. First, the benefit is for her teaching reflection. Second, the benefit goes for her students where they no longer find listening hard. Third, the benefit is for non-reciprocal listening where it is not considered a hard subject anymore. Positively, scaffolding can bring good atmosphere for every aspect including the improvement of students' achievement in listening. It can be concluded also that the English teacher gives a valuable thrust on scaffolding and seemingly she won't get rid of it. Thus, the finding of the first research question about English teacher's belief of scaffolding in teaching non-reciprocal listening is derived from the answers of five questions elaborating how she trusts and implements scaffolding in teaching non-reciprocal listening particularly in whilst activity which is the crucial step to cut down the students' gap in misunderstanding in listening to native speakers of English. Besides, scaffolding implicates to better students' progress in listening. What the teacher briefly described is in line with what has been observed, particularly with the statement that 'it is not considered as a thrilling subject due to the use of scaffolding'. Seemingly all students looked enthusiastic of learning listening. No tension can be seen from their faces. They looked full of cheers, curiosity with many questions, discussion, arguing, and finally they closed it with one solution. In short, scaffolding brings significant influence to teaching and learning listening in English education program.

The first finding of current study is in line with Bigdeli's and Rahimi's finding (2015) that scaffolding turned out to have a significant effect on complexity and accuracy of Iranian EFL learners' narrative writing. In other words, the participants in the Experimental group who experienced different kinds of scaffolding (i.e. expert scaffolding, reciprocal scaffolding and self---scaffolding) could write more complex and more accurate narratives, as compared with those in the control group in which scaffolding was not practiced. The difference between both studies lies on research design and language skill. The research design of previous study is experimental and the current study is a case study. The language skill of the previous study is writing while the current study is listening.

The first finding of current study is in line also with the one belongs to Veerappan & Suan & Sulaiman (2011) that say after the teacher Scaffold the students in journal writing, all of the students were at an improved level where they construct more grammatical sentences, seldom make grey errors, writing a complete and structured sentences, make less frequent repetition of same vocabulary, less errors in punctuation, make little spelling mistakes, able to relate the ideas and form a coherency in writing in comparison to their journal written on week 1. It is proven to be true that with scaffolding, by the teacher's intervention the students were moved from zone of current development to a zone of proximal development. The similarity between the previous study and current study lies on the progress and the improvement on students' achievement in learning English after scaffolding applied. The difference between both studies is in language skill. The previous study used writing and the current study uses listening.

The second research question, which is about the teacher's way in overcoming the difficulties to use scaffolding, consists of two questions. The first question is whether or not the teacher find any difficulties in running scaffolding. Sometimes, her answer is round about the bush but I try to compress what she mentioned. Here is her statement regarding her encountered difficulties in teaching listening;

*“One thing for sure, there will always be a difficulty in this world, but how to avoid it depends on how we perceive it. What I mean is we can overcome that difficulty if we believe that we can get over it. It is not that easy indeed but our belief is the key. Off course I have difficulties but not too much. Those come simply from the internet connection. As you know, I use internet during my teaching activity. Usually wifi. However sometimes the net turns slow it is going to stop and it needs to be reloaded. I can't use my own modem because it is allocated for my work at home. It matters so much since I always browse spontaneous audios or videos related to the material being explained or discussed. I'm getting stuck. It's real. Another difficulty comes from the way I deal with the devices. I mean technical problems like my notebook doesn't work due to viruses and need to be formatted. That's it. Other difficulties are meaningless. It means everything is clear. Scaffolding is great. The students are fine. They are excited and motivated. In short, problems only come from tools.”*

After I figure out what the teacher explained, I'm really confirmed that she doesn't have severe problems to get over. It is simply technical problems. It matters indeed, because it can cause the delay in teaching and then she'll get stuck of dealing with technical stuff. Scaffolding itself doesn't have any barriers and it has been well-liked so far, most of all by her students. One of the indicators, found in observation, is all students seemed cheerful, no tensed behavior, highly motivated, and actively responded to the material. Hence, the conclusion is there are few technical problems and none of scaffolding problem. For me, this is a distinct statement that scaffolding in teaching non-reciprocal listening is just like a lid that covers its container. At this point I couldn't agree more.

The last question related to difficulties in running scaffolding is the way the teacher overcomes those difficulties. As aforementioned earlier, the English teacher has specific perception about how to get over the problems. It'll be much better if checking her last answer as follows;

*“As mentioned earlier, the problem I always encounter is a matter of technical stuff. I have some tips to anticipate them. First, if the problem is around the wifi, I've been well-prepared of downloading many podcasts and videos for one semester related to the theme of each session. Second, if the problem involves devices, I routinely check my devices. In case of it stops during my teaching, I can ask the language laboratory to lend me notebook or whatever. I'll do all the best to fix any encountered problems in order that I can serve my students the best I can. Third, there's an alternative if the technical problems occurs, I always give the task to my students to access you tube or podcast at home finding the particular theme. This kind of tips turn out to be effective for me. Last but not least and it is*

*very important take into consideration I practice classroom action research. Definitely, it helps me to find out what I'm supposed to do in my teaching. Even though I hardly find any difficulty, I insist carrying out classroom action research. It has a lot benefits for me such as self-access and self-reflection in teaching non-reciprocal listening. It is hard to do CAR (classroom action research), indeed. We must pass through some cycles and teaching treatments. Its procedure and sequence must be done properly to get better result. In addition, before I always make need analysis to find out what my students need in non-reciprocal listening. I make some charts periodically to collect some information whether directly from my students, off course by giving them questionnaire, or through direct observation, for example, they need authentic material not only American English but also British and Australian English."*

Bearing in mind, the last statement indicates that the English teacher has some brilliant ideas to take advance actions before the problems occurs. Coincidentally, the problems are around internet and devices. Nothing deals with the major concern of the research. Thus, the finding of the second research is the English teacher, who is in charge of non-reciprocal listening, doesn't have major problems except technical problems like ones with wifi, laptop, and other devices. It happened during observation, the speaker didn't work. It took several minutes to have it changed with another one. So, the problem can be fixed. Those are not severe and those can be fixed due to the fact that the English teacher put on some advance strategies and actions. Two typical strategies conducted by the English teacher are doing classroom action research to build self reflection in teaching. Scaffolding is a teaching strategy resulted from classroom action research. In addition, need analysis is also said as another way to complete teaching technique. She said also that need analysis can collect any information about what the students need regarding scaffolding teaching listening.

#### **4. CONCLUSION AND SUGGESTION**

Scaffolding has been continuously applied in teaching non-reciprocal listening in early semesters to strengthen the students' basic language knowledge regarding English sound and spelling. The reason is listening native speaker of English through media result slightly different sound quality. Thus, the action needed to fix this problem is giving scaffolding spreading from pre, whilst until post activity. The finding of the first research question about English teacher's belief of scaffolding in teaching non-reciprocal listening is the interpretation from five answers elaborating how she trusts and implements scaffolding in teaching non-reciprocal listening particularly in whilst activity which is the crucial step to cut down the students' gap in misunderstanding in listening to native speakers of English. Besides, scaffolding gives profound influence to better students' achievement in listening. The finding of the second research is the English teacher who is in charge of non-reciprocal listening doesn't have major problems except technical problems like problems with wifi, laptop, and other devices. Those are not severe and those can be fixed due to the fact that the English teacher put on some advance strategies. Then the suggestion goes to English teachers to keep scaffolding in listening class, where people think it is a nut skill or an easy

skill but actually it is all the way around. Listening is a hard skill for those who never practice it. Thus, scaffolding in teaching non-reciprocal listening or listening to native speaker of English through media is barely needed.

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