

## Scaffolding Online Interaction: EYL Teachers' Perceptions and Attitudes during Pandemic Covid-19 Era

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### ABSTRACT

Scaffolding, in which teachers provide adaptive assistance to young learners, is revealed to be effective in some studies. However, scaffolding in online learning is hardly visible. Therefore, this phenomenological study aims to discover the types of scaffolding used in online learning and what teachers' perceptions and attitudes are towards it. In this study, English teachers from a primary school in Palembang, Indonesia, were chosen as participants. Data were collected using interviews, observation and field notes and were analyzed into themes and constantly interpreted using Thematic Analysis. To check the research credibility, member checking was used. The findings claimed that scaffolding in online interaction is infiltrated into internet platforms containing virtual language exposure and collaborative learning where the virtual environment, communication, and brainstorming are crucial points for teachers to be considered in order to scaffold the English for Young Learners (EYL). Teachers are the main educators who assist them to reach lesson goals with cooperation of the parents' participation in using technology and internet in this Pandemic Covid-19 Era.

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### 1. INTRODUCTION

Young learners learn language by accepting symbols into their brains. This statement is supported by Piaget (1955) cited in Sidik (2020) who claims that children's language development happens by accepting symbols from their environment. Pictures, words, and sounds during activities are the symbols for them to construct a language. They adopt all the symbols and construct languages into their brain by starting to say pieces of words until it becomes a complete sentence. Vygotsky (1976) produces the theory of socio-cultural in which he claims that young learners learn and acquire a language through dialog and

conversation among some experts of the target language. When the conversation takes place, they need guidance to develop a language from the words they have heard into a complete sentence. In addition, Smith (2004) also states that young learners learn and acquire language along with the guidance through their own experiences during interaction.

Guidance commonly produced by teachers as model on assisting young learners to learn language during communication in classroom interaction. In young learners' learning process, there is a situation where they can do things independently and dependently called the Zone of Proximal Development (ZPD) as it was said by Lantolf (2000) who took Vygotski's theory about guidance in children language development. In ZPD, there is a gap for young learners to produce their own language which needs to be filled and guided by teachers. To fill the gap, the learners need help to build the bridge inside their mind in order to add their background knowledge with the new one and be independent to produce their own knowledge. In that case, Mitchell & Myles (2004) claim that scaffolding guidance is used to bridge the gap during the teaching and learning interaction for language learning. The conversation among teachers and the learners during the lesson can be an authentic experience for them (Light & McNaughton, 2012).

Teachers become the role model for young learners in language learning that they follow and imitate like the shadow follows its main object. However, due to Covid-19, it is fact that all of the people must stay at home to avoid the spread of the virus. Most of the countries, especially Indonesia has implemented the large-scale social restrictions which is known as Pembatasan Sosial Berskala Besar or PSBB (Sewang & Aswad, 2021). It makes a great alteration in every aspect of lives, including education. Teachers and students' communication patterns have changed from offline to online. It causes the disruption to the teaching and learning process. Thus, teachers cannot meet and assist young learners directly inside the classroom. However, they must create instructions and assists for young learners to learn English in virtual form.

Teaching English as foreign language certainly creates new challenges for teachers (Keogh, 2017). In this pandemic era, teachers need to behave well in using technologies and creating some attractive instructions as well as scaffolding for the young learners in online classroom interaction. Moreover, the use of internet platforms and digital applications also must be taught by teachers. Despite the fact that this unexpected distance learning is difficult for them to cope with, it is the teachers' roles to produce types of scaffolding in online learning to guide and motivate young learners adapting the situation. Teachers must not only teach English to the young learners, but also introduce them to the technology and internet so that they are familiar with the current condition of online learning.

Guibao (2017) states that teachers have significant duties to educate students as technologies also grow rapidly. Technologies can be tools for transferring knowledge to the young learners using the internet then the teachers' duty is to guide how to use internet as the learning tools to scaffold the language. Particularly, it needs the perceptions and attitudes of the teachers to handle this situation as Suwandari (2011) and Qiong (2017) state that teachers' perceptions influence the way they teach involving their understanding, opinions, and actions. The awareness of the teachers on facing the phenomenon determines their action. In that case, their perceptions and attitudes towards the use of scaffolding in virtual form are also needed to be considered. Teachers must think of the best strategy to build an online English environment for young learners to learn English with the use of technology and include it as their scaffolding strategy in virtual form.

Many studies have been conducted to assess the various scaffolding strategies that aid in the distance learning process. According to Afnibar & Fajhriani (2020), WhatsApp can be an appropriate medium to hold interaction among teachers and students in virtual form. Using WhatsApp as media helps teachers maintain the learning process. The features on WhatsApp make it easier for teachers to give instructions to young learners written and orally. Teachers could make WhatsApp group to gather all the young learners and lead them to the lesson goals. Keogh (2017) also claimed that group chat in WhatsApp group can be the space of virtual ZPD faced by young learners. In his study, he found out that dialogues among teachers and other classmates in WhatsApp group could scaffold the learners to construct a language and

help them to get out from their ZPD situation. It is also supported by Almekhlafy & Alzubi (2016) who said that WhatsApp is a tool of scaffolding in virtual form which adds exposure of target languages for the learners. Dialogues and feedbacks given by teachers can be the exposure for them to learn the language. In addition, Nassaji (2014) stated that scaffolding dialogue journals is useful to construct language in young learners' language learning including English. In virtual form, the scaffolding dialog journal is useful to record the improvement of the young learners' language development. Moreover, according to Jumaat and Tasir (2014), scaffolding is also currently implemented in online settings in which the instructions are usually merged inside the technology used by the teachers such as conceptual scaffolding, procedural scaffolding, strategic scaffolding, and meta-cognitive scaffolding.

Previous research has emphasized the evaluation of scaffolding in online learning, which has been used before the pandemic era. In this study, the researchers intended to investigate types of scaffolding in virtual form in online interaction during this pandemic era in the research site, as well as the perceptions and attitudes of the EYL teachers towards it. This study was expected to benefit society by providing insight into the language development of young learners as well as the use of virtual scaffolding. Perhaps, it will be used as a benchmark for teachers and other future studies.

## 2. METHODS

### 2.1. The Method of The Study

This research was a qualitative phenomenology research. According to Rodriguez & Smith (2018), phenomenology research design aims to find out and investigate the phenomena or issues through the eyes of the participants by looking at their experiences and explore their perception. Experiences are the important point for the researcher to explore and discover from the participants (Moustakas, 1994). Their experiences produce their background knowledge, belief, ideas, and actions towards a phenomena or issue. Phenomenologist are concerned with understanding social and psychological phenomena from the perspective of people involved by gathering data from observation, interview, field notes, and focus group discussion (Moustakas, 1994). This research applied phenomenology research study as the design, in which it observed the scaffolding online interaction among teachers and young learners in the online classroom during the Pandemic Covid-19 situation and focused on the types of virtual scaffolding used during the interaction and what the teachers' perceptions and attitudes are towards it.

Moreover, according to Creswell (2007), a phenomenology research describes the meaning of a concept of a phenomenon based on individual's lived experiences. It focuses on describing a phenomenon that all the participants have experienced, such as learning a second language in a school system. Its aim is to understand the common experiences of some individuals about a phenomenon by doing phenomenological interview and observation. Manen (2007) cited in Culligan (2015) states that in the phenomenology research, the researcher will do observation in the research site with the specific period of time based on what the data collection and research objectives to know how the participants' feel and act towards a phenomenon. In this study, the writer investigated small groups such as classrooms of EYL in Palembang to identify the "scaffolding" during the online interaction in the Pandemic Covid-19 situation and what the teachers' perceptions and attitudes to face and handle it as the participants.

The population of this study was three English teachers at a primary school in Palembang. This school was selected because its curriculum put the priority to the use of technology which is in line with the focus of this study. To obtain representative samples, the purposive sampling technique was applied with Criterion as its type of sampling (Miles & Huberman, 1994s). The criteria were classified into two criteria. First, the teaching experience of teachers determines their qualifications, in which they should have at least 5 years experiences on teaching young learners (Al-Harbi, 2020). Second, the teachers must currently teach English at 3rd, 4th, and 5th grade students because the optimal period for young learners to acquire a foreign language is when they are between the ages of 7 and 12 (Ghasemi & Hashmami, 2011). Therefore, the chosen teachers for this study were two English teachers who teach 3rd, 4th, and 5th grade students.

## 2.2. Data Collection

The data of this study were collected through observation, interviews, and field notes. Observations were used to find out types of scaffolding in virtual form used by the participants. It was held on virtual meeting using Zoom Meeting application due to covid-19 situation. The observation were conducted for six times every day for each grade such as 3rd grade students, 4th grade students, and 5th grade students with the total eighteen times observation during one month period data collection. Furthermore, interviews were used to explore the perceptions and attitudes of the participants towards scaffolding in online interaction. The questions were made based on the aspects of perceptions proposed by Qiong (2017) and Suwandari (2011), in which it consists of three aspects such as selection, organization, and interpretation. In selection aspects, participants' understandings are explored. Meanwhile, in organization aspects, the connection of participants' background knowledge and recent situation are important point to produce their opinions. Then, both the participants' understanding and opinions affect their interpretation consisting of their actions as well as attitudes towards the phenomenon. Thus, in this study, the interview questions consist of 7 questions of understanding, 4 questions of opinions, and 6 questions of actions with 17 questions as the total. In addition, interviews were done in two types of interviews, such as multiple interview and in-depth interview. In multiple interviews, 17 questions were asked to the participants in three times using three different languages such as English, Indonesian, and Palembang in order to find out the exact meaning from the participants' answers and avoid the differences in meaning. On the other hand, in-depth interviews were done once via WhatsApp due to the covid-19 situation. Meanwhile, field notes were used to support all the data obtained from both observation and interviews.

## 2.3. Data Analysis

The collected data in this study were analyzed using Thematic Analysis and described in a detailed explanation based on the variables of the study and its research questions. According to Creswell (2014) and Caulifield (2019), there are some steps in analyzing qualitative data using Thematic Analysis such as familiarization, coding, generating themes, reviewing themes, naming themes, and producing the report. Therefore, in this study, the data gathered from observation, interviews, and field notes were transcribed and organized into some themes using a coding procedure based on the First Circle Coding and Second Circle Coding theories proposed by Miles, Huberman & Sadana (2014) in which it is done by sorting the codes from the data transcript and produced them into some categories. The coding results are generated into some themes and sub-themes for the writer to produce the report. Furthermore, to check the credibility of the data analysis, member checking was used. In other words, transcriptions of the interviews and observations were given to the participants in order to confirm their answers and to keep the trustworthiness of the study.

## 3. FINDINGS AND DISCUSSION

The objectives of this study were to investigate the types of scaffolding in online classroom interaction and the perceptions and attitudes of EYL teachers toward it. Through coding process, the researchers revealed several themes and subthemes to answer research questions as presented in Table 1 and Table 2.

### 3.1. Observation Result

Due to answering the type of scaffolding that appears during online learning, the results of observations have been classified into several themes as follows:

**Table 1. Themes and Sub-themes of Observation**

Themes	Sub – themes
Internet platforms	Application for visual learning Social media for virtual interaction Sources of virtual symbol Virtual scaffolding tools Websites Types of virtual scaffolding using internet
Virtual Language Exposure	WhatsApp Group Videos on YouTube 2D and 3D animations English Games Conversations and Dialog English song and Lyrics
Online Collaborative Learning	Teachers instructions and feedback Teachers and students question and answers Discussion section Virtual meeting Group talk Parents participation

### 3.1.1 Internet Platforms

Online classroom interaction needs internet platforms to run the activities. Online application, social media, and websites as parts of internet platforms become the tools for teachers to use in order to teach and give assist to the young learners in this pandemic covid-19 situation. Inside the internet platforms, there are sources of symbols for young learners to get the language learning which can be chosen by teachers for them. It needs teachers' creativities and ideas to choose the exact applications, social media, and websites as their online teaching tools as well as creating an assist of scaffolding for young learners by using them.

Based on the observation results on the 3rd,4th, and 5th online classroom interaction through Zoom Meeting application, scaffolding still occurs in virtual interaction by using internet platforms which has four main types of scaffolding such as procedural scaffolding, conceptual scaffolding, strategic scaffolding, and meta-cognitive scaffolding. Each type of scaffolding appears in certain situations consisting of several types of guidance created by the teachers during the lesson. Procedural scaffolding tends to appear dominantly at the beginning of the virtual lesson in which the teachers support and guide the young learners into the learning environment by questioning them a question related to the topic they were going to learn at that day and guide them to use their learning tools such as using QR Code to access their e-book through the monitor. As an example, based on observation 1 of the participant 1 and participant 2 for 5th grade students, they used a simple question for the young learners to begin the virtual classroom interaction. At the time, the topic they were going to learn was about animals so that they asked the young learners a question, "do you see animals near your house?" as the bait to guide them into the learning environment. They asked a question both in English and Indonesian in order to make it easier for young learners to understand the question and response. Besides, the teachers also did

an eye-contact and gesturing by looking at the monitor during asking a question to the young learners and gave them some examples of animals' names in English as model for them to imitate. Based on the field notes, they also used monitor and the microphone to interact with young learners and gave instructions for young learners to turn on all of the video camera before starting the lesson. Moreover, at another day of observation, the same things also have done by both participants of this study while they were going to begin the online classroom interaction. They make priority to guide the young learners into the learning environment by giving questions and examples. In other words, procedural scaffolding appears at the beginning of the lesson, consisting of questioning, eye-contact, gesturing, and modeling in online classroom interaction. These types of scaffolding are very crucial in online classroom interaction for young learners to build an enthusiastic online learning environment.

Moreover, in controlling online communication with the young learners during the lesson, conceptual scaffolding and strategic scaffolding are exist, in which the teachers connect the lesson into their daily life and give them some pictures, videos, and animations to contextualize the lesson as symbols to their brain. Based on the observation on 3rd, 4th, and 5th grades students, teachers used screen sharing features of Zoom Meeting Application to show some pictures from internet related to the topic of learning and they sometimes used videos from YouTube to illustrate the topic in an attractive ways. During an observation, the researchers revealed that 3rd grades students need teachers to use strategic scaffolding more than the other grades. 3rd grades students need an attractive guidance to find their own learning strategy in this online learning. Teachers gave a bridge to their brain to connect the lesson by applying it to their daily life. Meanwhile, based on the observation towards 4th and 5th grades, they were able to produce their own English words by only looking at the pictures given by the teachers through their own monitor. Therefore, in controlling online communication, strategic scaffolding and conceptual scaffolding appear during the lesson, consisting of bridging, contextualizing, schema building, and re-presenting guidance to keep the online communication in the track. In addition, questioning is the types of guidance which is still exist both in the beginning and during the online lesson.

Based on the observation, it reveals that at the end of the lesson, meta-cognitive scaffolding always exists. It consists of developing meta-cognition, questioning and evaluation. By the time of the online classroom interaction was almost done, teachers evaluated and concluded the lesson. It always happens during observations for each day. Teachers used social media to keep in track their instruction to the young learners. In other words, they used WhatsApp application to keep in touch with the young learners during pandemic covid-19. In addition, they also used Google Classroom and Google Forms to give instruction and evaluated the young learners. Besides that, some videos from YouTube and pictures from websites also used by them to produce symbols and assist the young learners in online interaction.



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10:03:46 From Farah Shadha Balqis M. :
ikan?
10:04:03 From Putri Auliyah : yo ikan
10:06:06 From m.raja zulfikar : sapi
10:06:36 From Putri Auliyah : klo ikan
10:06:49 From Kayyisah Zidna : fish
10:06:50 From Farah Shadha Balqis M. :
fish
10:07:51 From Putri Auliyah : tau
10:08:11 From faqih arkan : apa minuman
kambing?
10:08:15 From faqih arkan : coba
10:08:21 From m.raja zulfikar : susu
10:08:22 From Farah Shadha Balqis M. :
air
10:08:28 From m.raja zulfikar : susu
10:08:28 From faqih arkan : salah
10:08:30 From m.raja zulfikar : pi
10:08:35 From faqih arkan : salah
10:08:38 From Farah Shadha Balqis M. :
fokus pelajarannya yaa
10:08:40 From m.raja zulfikar : kan
anak nya minum susu
10:09:44 From m.dzikri alfarizi : air
10:09:56 From m.raja zulfikar : kambing
minum susu mamak nya lah
10:10:02 From Putri Auliyah : jan
10:10:08 From faqih arkan : jawabannya
air goat
10:10:13 From Putri Auliyah : main di
chat
10:10:16 From Farah Shadha Balqis M. :
fokus pelajarannya yaa
10:10:20 From m.raja zulfikar : ok
10:10:34 From faqih arkan : jawabannya
air goat

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Picture 1:

### Classroom Interaction through Zoom Meeting App

### 3.1.2 Virtual Language Exposure

Exposure is the entry of language to the recipient of the language. It refers to the interaction between young learners and the languages they are attempting to acquire and learn. In that case, during the online classroom engagement, it is the responsibility of the teachers to make the language readily available and accessible for the young learners.

Based on the observation, it reveals that conversation and dialogues became the virtual language exposure occur in both Zoom Meeting and WhatsApp group chat. Teachers used them as the medium of English exposure for young learners in virtual learning and created habitual for young learners to listen and to use English. English exposure was available during the communication among young learners and teachers in online lesson through Zoom Meeting and WhatsApp group chat. In Zoom Meeting, they produced the exposure using their own speak. To handle that, based on the field notes, teachers used mute button in Zoom Meeting features and called the learners' names one by one to un-mute their speaker and started talking with the teachers in English related to the topic of the lesson that day. When the students felt confused, teacher would help them to speak until they were capable to do that alone.

In addition, video animations both in 2D or 3D animations video from YouTube were also revealed as virtual language exposure during online classroom interaction. Those videos from YouTube became exposure for the young learners to watch and get the symbols in a form of pictures and sounds for them to accept into their brain. Based on the observation, teachers taught them about numbers, kinds of profession, and colors in English by giving videos on YouTube directly shared in their own monitor using Zoom Meeting screen sharing features. After they have seen the videos, teachers gave them questions and asked them to give examples related to the topic. For example, during observation 3 of 4th grade students, teacher asked them "what is your favorite color?" in English. Some active students answered the question and produced their own favorite colors such as "I like blue", "I like green", or "my favorite color is yellow" as same as in the video from YouTube. Besides, based on the field notes, for students who were not talking, teachers called their names one by one and asked question for them. It is in line with the recent study by Novawan et al., (2020) who claim that YouTube provides students with learning resources that offer communicative features. In that case, YouTube can also be virtual language exposure chosen by teachers. Moreover, English song and English games are also virtual language exposure served in both YouTube and Zoom Meeting monitor produced by the teachers themselves during this pandemic covid-19 situation. Some YouTube channels have songs for kids related to the English lesson which can be used by teachers to add English exposure for the young learners during online interaction. In addition, teachers also created English exposure by producing word games during online interaction, in which teachers showed some pictures in the monitor through screen sharing and let young learners to think about the picture and produce any words in English about the picture. As an example, based on the observation towards 5th grade students, teacher showed some pictures of an animal and said that the cow is cute and let them to think another more words for the cow. Therefore, based on the observation, English exposure in online interaction is triggered into conversation and dialogues in WhatsApp group and Zoom Meeting application, videos on YouTube, English song, and English game through online applications during this pandemic covid-19 situation.

### 3.1.3 Online Collaborative Learning

A situation in which two or more individuals are studying or attempting to learn something jointly is referred to as collaborative learning. Collaborative learning makes use of each other's resources and abilities, as opposed to learning alone. In this pandemic covid-19 situation, young learners join online classroom interaction through their own homes. It seems that they are learning alone sitting in front of their laptop. However, based on the observation, to scaffold the language learning in online interaction, the collaborative learning exists. Discussion section between young learners and teachers was the medium of online collaborative learning. It happens mostly through WhatsApp group where the young learners asked question to the teachers and then the teachers answered the questions to clear their vision

about the lesson. The instruction and feedback from the teachers during the classroom discussion in WhatsApp group also showed as the online collaborative learning. Social media helped the collaborative learning between teachers and young learners to stay connected in this pandemic covid-19 situation. The interaction between teachers and the young learners were available anytime so that their collaborative learning was continuously helping them to learn and scaffold the language through the times. Moreover, parents' participation was also crucial in this online learning situation. In case of young learners' online interaction, parents take part in the collaborative learning. In fact, young learners do not have their own personal cell phones yet so that they use cell phones or electronics belonging to their parents. During the process of online learning, parents monitored their own children. Besides, teachers also contacted the parents to inform their child's learning progress during this online learning. Parents sometimes also asked the teacher for an assignment directly via WhatsApp and asked questions related to the assignments to clarify the lesson goals.

### 3.2. Interview Result

Furthermore, regarding to the perceptions and attitudes of EYL teachers towards online scaffolding as presented above, interview results are also concluded into themes below:

**Table 2.** Themes and Sub-themes of Interviews

Themes	Sub – themes
Learning Environment	Avoid bored moments Enjoyable and interesting learning environment Young learners' several characteristics Young learners psychology Connected to daily life Fun, interactive and varietive materials
Online communication	The use of scaffolding Distance guidance Teachers' behavior towards internet and technology Teacher experience using technology Follow-up with situation Simulate young learners Lesson plans and Lesson goals
Brainstorming	Evaluation Clarifying the lesson goals Positive effects of online learning Negative effects of online learning Solution solving problems

#### 3.2.1 Learning Environment

In order to create better environment for young learners in online learning, teachers as the participants of this study predict that the online learning environment must be enjoyable and interesting. The materials they need to present must also be fun and interactive to avoid their bored moment and keep following the instruction.

*".....We need to create interesting environment in classroom interaction because communicating with children need to be fun." (Participant I, 27 April 2021)*

“.....To make them understand the lesson and keep following our instruction in this online learning, we need to focus on the classroom environment and make it more interesting for children.” (Participant II, 27 April 2021)

The teachers both said that environment is the important thing that must be considered while teaching young learners. However, attracting their attention in each lesson in a certain period of time has its own challenges because young learners have several characteristics which teachers need to understand before facing them in classroom interaction. The learning environment must be attractive for all the young learners so that teachers need to create an alternative way of teaching which is acceptable and fun for most of the young learners in online classroom interaction due to their several characteristics.

“.....they have several characteristics and it motivates me to understand them and select exact method of teaching for them.” (Participant I & II, 21 April 2021)

Furthermore, understanding their way to accept language is also important to build motivation for them to learn English. Teachers need to know how they can scaffold the language learning for young learners and engage them into the learning process indirectly by building motivation for them to learn English without having burden that they are learning as a force. Teachers need to have basic knowledge about young learners' psychologies including what they like and what they dislike. Participant I also agree with the statement as he stated below:

“.....it is important that teachers have knowledge about children's psychology so we can choose the best teaching method for them.....” (Participant I, 27 April 2021)

To create interesting and fun learning environment, motivation has its roles which need teachers to include it into their English teaching method. Enjoyable learning environment can be created if the teachers connect the lesson with their daily life and use song, games, and videos inside it.

“I usually motivate my students to learn English by giving them interesting learning environment using song and games. With that environment, students enjoy learning English.” (Participant I, 21 April 2021)

“.....Making students feel that learning English is enjoyable is important. Their enjoy feeling and motivation to keep learning English is our duty as the teacher by blending the lesson into their daily life.” (Participant II, 21 April 2021)

### 3.2.2 Online Communication

Teachers have to create better distances guidance and attractive online communication among the young learners. They need to follow-up with the situation and stimulate young learners to learn English accordingly. The use of technology and internet are crucial in this online learning so that teachers' behaviors towards it are also crucial as well. To face this situation, the well-prepared lesson plan and lesson goals may help teachers to handle online communication.

“The important point to handle the young learners is that we must prepare the lesson plan as interesting as it can be.....” (Participant I, 23 April 2021)

In addition, Participant II added that there are two important points to be prepared in order to handle young learners' communication in online classroom interaction such as preparing interactive learning media and method of teaching.

“.....We need to prepare two important points for online communication. Firstly, we need to prepare interactive learning media. Second, we need to prepare method of teaching.” (Participant II, 23 April 2021)

The learning media help teachers to scaffold English learning as the scaffolding itself is infiltrated into media tools in virtual forms.

“.....In this online interaction, scaffolding is the technology itself. It is the media, the action of teachers in teaching language by using technology.” (Participant I & II, 21 April 2021)

Based on the interview results above, it is teachers' duty to be able to understand how to use some internet platforms and taking benefits of it as their teaching media as well as scaffolding tools to communicate with young learners in online learning. In order to face it, teachers do preparation which is optimizing their understanding and performance on using technologies and internet such as expanding

their experience by trying more applications and challenge themselves to improve their skills on technology and internet.

*".....I need to learn more about technology which is related to current situation." (Participants I & II, 23 April 2021)*

To communicate with young learners in online communication means that having to use methods which can attract their attention so that they remain enthusiastic about communicating with teachers. The material must be presented with illustration which will attract their impression towards the lesson and following the instruction into the lesson goal through an attractive online communication.

### 3.2.3 Brainstorming

Brainstorming is a popular technique for coming up with fresh ideas which rely on spontaneity and creativity. In online learning, teachers' creativity is important. Their creativity to guide and scaffold the English lesson is an important part during online learning. They must recognize the effects of online learning and brainstorming the solution against the negative effects. There are some advantages of online learning said by the participants of this study. They said that online learning makes them to feel more flexible to use technology and it is also easier for them to present materials to the young learners equally by doing screen sharing through Zoom Meeting application's features and all of the students can see the material clearly on their own monitors.

However, online learning for EYL classroom interaction also has negative effects in which teachers cannot handle all of the young learners' attention, cannot keep tracking them, and cannot guarantee good internet connection.

*".....the negative point is that teachers cannot keep the track of each student...." (Participant I, 23 April 2021)*

*".....we cannot handle the internet connection for all students....." (Participant II, 23 April 2021)*

To face those issues, brainstorming among teachers is needed. They also must be creative and produce solutions.

*".....as solution, we need to present material carefully and as interesting as we can for young learners so they might follow the lesson." (Participant I, 27 April 2021)*

*".....we need their parents at home to keep an eye on them during the online learning and make them discipline on learning." (Participant II, 27 April 2021)*

The solutions are created to handle the online learning between young learners and teachers. However, there is still no solution about internet connection. Therefore, teachers must always do evaluation and clarify the lesson goals to check whether the young learners understand the lesson and reach the lesson goals or they are still stuck and have problems. Moreover, teachers can evaluate the understanding of the young learners and clarify the lesson goals by using internet platforms.

*"First, I evaluate them through writing achievement using Google form that I send in WhatsApp group. Second, I evaluate them orally through Zoom Meeting." (Participant I & II, 23 April 2021)*

In addition, teachers also must do brainstorming to create evaluation for young learners in online learning because teachers are the main educators for young learners. This statement is supported by Poonam (2016) who states that teachers cannot be replaced by electronics because teachers has role to educate and give assist to students, meanwhile electronics such as technology and internet are only the tools to support the teaching and learning process.



**Picture 2:**  
**Interview during Pandemic Covid-19 Era**

#### 4. CONCLUSION

To sum up, the school in this research uses Zoom Meeting App to hold the online classroom interaction for English subject. Procedural scaffolding always occurs at the beginning of the lesson because this school takes serious on constructing the suitable learning environment for young learners. EYL teachers from this school also claim that the most important point to guide young learners into online lesson and make them love to learn online is making the learning environment be fun, enjoyable, and attractive for them. Scaffolding in online interactions is a form of teacher's creativity in controlling, stimulating, and evaluating young learners to succeed in achieving learning goals and understanding materials through the use of the internet and technology because scaffolding itself is a form of teachers' guidance that has been included in internet media as a symbol and source of exposure for children to meet. In addition, parents' participation is also crucial as part of collaborative learning in this online classroom interaction. Future studies can explore other ways to develop strategies of teachers in scaffolding the young learners during online classes. Research and development design is recommended to apply.

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