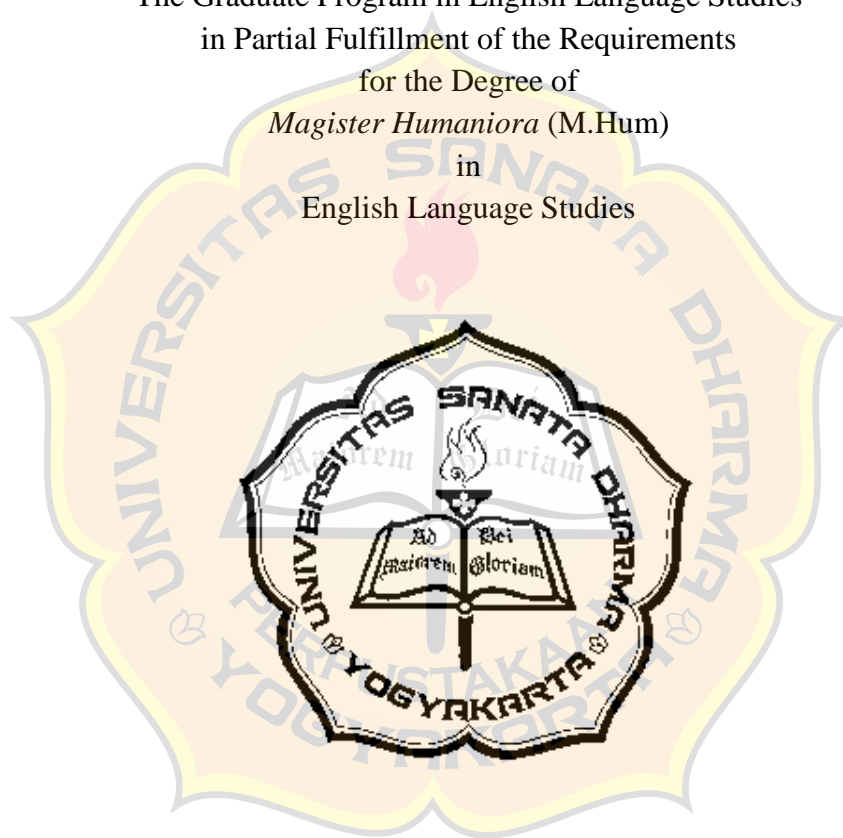


SCAFFOLDING LEARNERS IN BUILDING

IELTS WRITING SKILLS:

TEACHER'S LIVED EXPERIENCE

A Thesis Presented to
The Graduate Program in English Language Studies
in Partial Fulfillment of the Requirements
for the Degree of
Magister Humaniora (M.Hum)
in
English Language Studies



by

Yunda Anissa

186332013

THE GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES

SANATA DHARMA UNIVERSITY

YOGYAKARTA

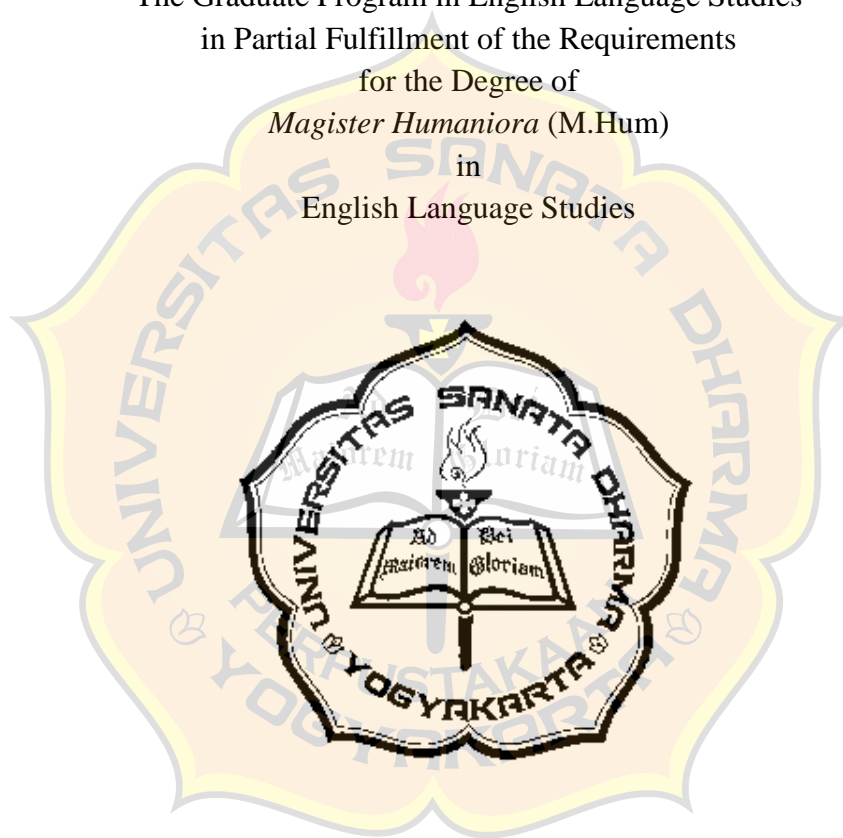
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Approved by

E.X. Makarto, Ph.D.
Thesis Advisor

May 25, 2022

A Thesis

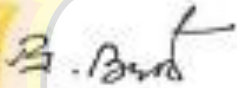
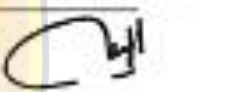


**SCAFFOLDING LEARNERS IN BUILDING IELTS WRITING SKILLS:
TEACHER'S LIVED EXPERIENCE**

Presented by
Yunda Anissa
186332013

Was defended in front of the Thesis Committee
and Declared Acceptable

Thesis Committee

Chairperson : Dr. B. B. Dwijatnoko, M.A.,
Secretary : E.X. Mukarto, Ph.D.
Member : Dr. Fr. Borgias Alip, M.Pd., M.A.
Member : Markus Budhuharjo, Ed.D.

Yogyakarta, July 25, 2022

The Graduate Program Director
Sanata Dharma University


E.X. Mukarto, Ph.D.

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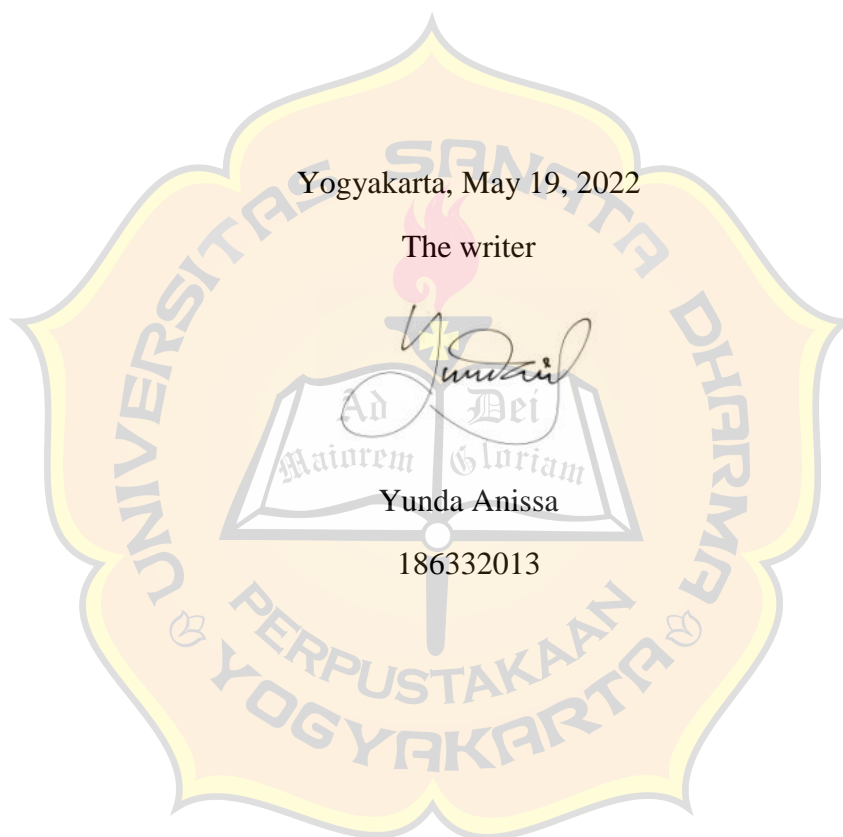
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Yunda Anissa

186332013



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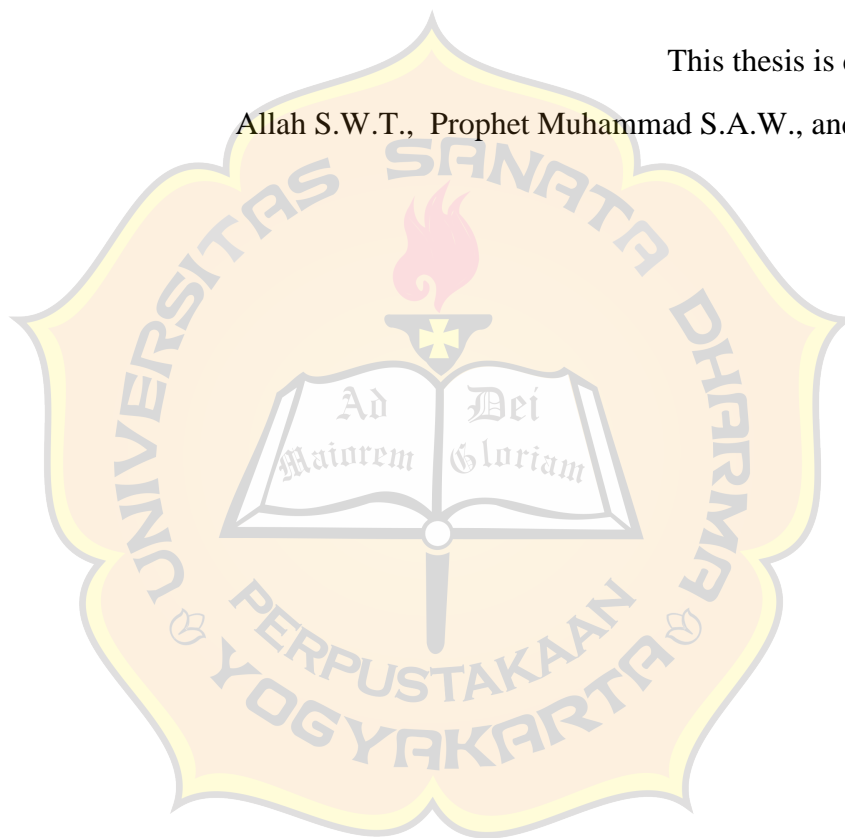
DEDICATION PAGE

**“In the Name of Allah, the Entirely Merciful,
the Especially Merciful.”**

(QS. Al-Faatiha: 1)

This thesis is dedicated to

Allah S.W.T., Prophet Muhammad S.A.W., and my family



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Finally, here I am! What an amazing phase of life! I have successfully accomplished another step of my academic life. I have gone through ups and downs in my wonderful journey at Sanata Dharma University. It is such an honor for me being a graduate student in the Graduate Program English Language Studies of Sanata Dharma University. I meet a lot of experiences, people, situation, and society which are so meaningful for my future life. Therefore, in this section, I would like to express my appreciation and gratitude to those who have accompanied and supported my journey.

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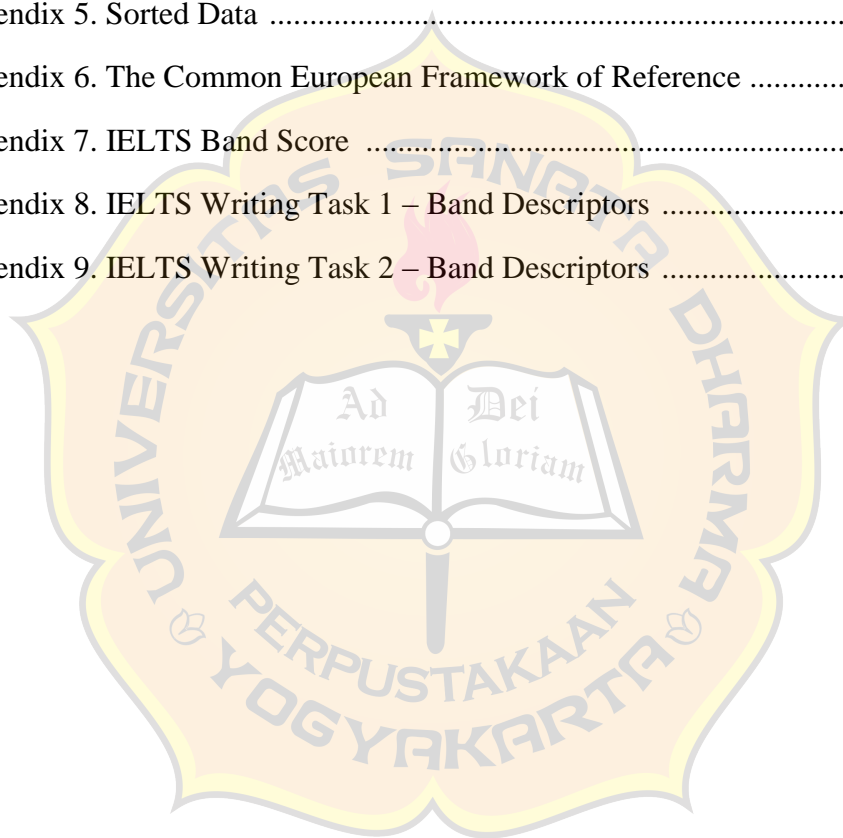


LIST OF ABBREVIATIONS

AC	: Action
AP	: Appendix
BF	: Belief
CEFR	: Common European Framework of Reference
CL	: Challenge
FL	: Feeling
IELTS	: International English Language Testing System
IT	: Intention
ITE	: IELTS Teaching Experience
MO	: Motivation
P	: Participant
PELLE	: Previous English Language Learning Experience
PELTE	: Previous English Language Teaching Experience
PILE	: Previous IELTS Learning Experience
R	: Researcher
RL	: Role
SC	: Scaffolding
TOEIC	: Test of English for International Communication
TOEFL	: Test of English as a Foreign Language
US	: Understanding
WS	: Writing Skills

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ABSTRACT

Anissa, Yunda. 2022. *Scaffolding in Building IELTS Writing Skills: Teacher's Lived Experience*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

In Indonesia, English is considered as a foreign language. Now, it is commonly seen that people pursue their academic purpose by going abroad. In fact, to be able to achieve it, someone needs to have certain English proficiency tests to prove their ability in using English as it is only taught and used as a foreign language. There are several English proficiency tests known in Indonesia among which is IELTS. Its reputation has been known and proven in the non-English speaking countries, especially for those who intend to go abroad for example admissions to university in English speaking countries.

Seeing this phenomenon, many English learning institutions offer a kind of program namely IELTS preparation course since it is not taught as a compulsory subject in the formal institutions. It is intended to help those who are not familiar on what IELTS is about and what kind of assessed skills in the official IELTS test are. Moreover, teachers who are capable in teaching IELTS are facing the high demand of IELTS preparation course. They should be able to deliver IELTS materials in a short period of time while each skill has different challenges including writing skills. It requires well-planned methods and strategies of how to assist learners during the teaching and learning process so it ends up with a good performance. Hence, I conducted a pure qualitative research which is aimed to give a rich description and interpretation about a teacher's lived experience of scaffolding learners in building IELTS writing skills. Thus, the research question formulated is: *What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?*

The research participant was an IELTS teacher from one of English learning institutions in Yogyakarta namely Discovery English Jogja. A single research participant was chosen in consideration to get deeper and richer description and interpretation of the lived experience itself. Furthermore, this research adopted hermeneutic phenomenological research method so the data was mainly in the form of texts. Therefore, in gathering the data, I used in-depth interviews as the main research instrument supported by re-interviews and classroom observations to get more detailed data.

The results of the research present the description and the interpretation of the teacher's lived experience starting from his previous English language learning and teaching up to IELTS teaching where he does scaffolding towards learners to build IELTS writing skills. Emergent themes are emerged based on the empirical truth of the teacher's lived experience in doing scaffolding where those themes are successfully incorporated towards himself. Those emergent themes are IELTS teacher's autonomy, self-actualization, self-upgrading, IELTS teacher's role, and self-pride.

Keywords: *scaffolding, International English Language Testing System (IELTS), writing skills, lived experience, teacher*

ABSTRAK

Anissa, Yunda. 2022. *Scaffolding in Building IELTS Writing Skills: Teacher's Lived Experience*. Yogyakarta: Kajian Bahasa Inggris, Program Pasca Sarjana, Universitas Sanata Dharma.

Di Indonesia, bahasa Inggris dianggap sebagai bahasa asing. Sekarang, sudah umum terlihat bahwa orang mengejar tujuan akademis mereka dengan pergi ke luar negeri. Padahal, untuk dapat mencapainya, seseorang perlu memiliki tes kecakapan bahasa Inggris tertentu untuk membuktikan kemampuannya dalam menggunakan bahasa Inggris karena bahasa Inggris hanya diajarkan dan digunakan sebagai bahasa asing. Ada beberapa tes kecakapan bahasa Inggris yang dikenal di Indonesia diantaranya adalah IELTS. Reputasinya telah dikenal dan dibuktikan di negara-negara non-berbahasa Inggris, terutama bagi mereka yang berniat untuk pergi ke luar negeri misalnya penerimaan ke universitas di negara-negara berbahasa Inggris.

Melihat fenomena ini, banyak lembaga pembelajaran bahasa Inggris yang menawarkan sejenis program yaitu kursus persiapan IELTS karena IELTS tidak diajarkan sebagai mata pelajaran wajib di lembaga formal. Hal ini dimaksudkan untuk membantu mereka yang belum mengetahui tentang apa itu IELTS dan seperti apa keterampilan yang dinilai dalam tes IELTS resmi. Selain itu, guru yang mampu mengajar IELTS menghadapi tuntutan yang tinggi dari kursus persiapan IELTS. Mereka harus mampu menyampaikan materi IELTS dalam waktu singkat sementara setiap keterampilan memiliki tantangan yang berbeda termasuk keterampilan menulis. Untuk itu diperlukan metode dan strategi yang terencana dengan baik bagaimana mendampingi peserta didik selama proses belajar mengajar sehingga berakhir dengan kinerja yang baik. Oleh karena itu, saya melakukan penelitian kualitatif murni yang bertujuan untuk memberikan deskripsi dan interpretasi yang kaya tentang pengalaman hidup seorang guru dalam membangun keterampilan menulis IELTS. Dengan demikian, pertanyaan penelitian yang dirumuskan adalah: Bagaimana pengalaman hidup guru dalam membina peserta didik untuk membangun keterampilan menulis IELTS?

Partisipan penelitian ini adalah seorang guru IELTS dari salah satu lembaga pembelajaran bahasa Inggris di Yogyakarta yaitu Discovery English Jogja. Seorang peserta penelitian dipilih dengan pertimbangan untuk mendapatkan deskripsi dan interpretasi yang lebih dalam dan lebih kaya dari pengalaman hidup itu sendiri. Selanjutnya, penelitian ini mengadopsi metode penelitian hermeneutik fenomenologis sehingga datanya sebagian besar berupa teks. Oleh karena itu, dalam mengumpulkan data, saya menggunakan wawancara mendalam sebagai instrumen penelitian utama yang didukung dengan wawancara ulang dan observasi kelas untuk mendapatkan data yang lebih detail.

Hasil penelitian menyajikan deskripsi dan interpretasi pengalaman hidup guru mulai dari pembelajaran dan pengajaran bahasa Inggris sebelumnya hingga pengajaran IELTS dimana ia melakukan pembinaan terhadap peserta didik untuk membangun keterampilan menulis IELTS. Tema-tema yang muncul diperoleh berdasarkan kebenaran empiris dari pengalaman hidup guru dalam melakukan

pembinaan dimana tema-tema tersebut berhasil dikorporasikan ke dalam dirinya sendiri. Tema-tema yang muncul adalah otonomi guru IELTS, aktualisasi diri, peningkatan diri, peran guru IELTS, dan harga diri.

Kata kunci: *scaffolding*, *International English Language Testing System (IELTS)*, keterampilan menulis, pengalaman hidup, guru



CHAPTER I

INTRODUCTION

This chapter aims to present the justification of a certain research topic. It mainly consists of five sections; (1) background of research, (2) problem limitation, (3) problem formulation, (4) research goals, and (5) benefits of research. The first section is background of research which covers the reasons why the researcher is intended to do the research on the topic chosen. The second section is the problem limitation which is needed to give borders toward the topic of the research. The third section is the problem formulation. It states the research question in which the researcher wants to figure out the answers of the question. The next section is the research goals. It is aimed to point out the researcher's goals that need to be achieved by doing this research. The last section is the benefits of research. It is used to show the practical and scientific advantages of the research toward future researchers, teachers, students, as well as readers.

A. BACKGROUND OF RESEARCH

English is now widely used as an international language all around the world. The existence of English is definitely important as it also becomes one of the tools for communicative purpose between nations. However, as it becomes one of the ways for communicative purpose, the role of English in the non-English speaking countries is quite different compared with the English speaking countries. In the non-English speaking countries, English is considered as a foreign language. Therefore, English should be taught either in the formal or

informal institutions. Formal institutions can be meant as schools or universities where English is taught as a compulsory subject. In addition, informal institutions can be in the form of English learning institutions where English is taught as a supplementary or additional subject.

English language learning in the non-English speaking countries, for example Indonesia, has been greatly developed since the demand of learning English is also increasing. In Indonesia, English is taught as a foreign language. It is commonly taught by using two languages while teaching English; the first one is English itself and the other one is Indonesian. This kind of situation is still happening in Indonesia in which the teacher mostly uses Indonesian while teaching English to the learners. This situation happens because the teacher needs to be aware of the learner's capability. In fact, it actually affects the learner's performance. If the teacher uses Indonesian instead of using English for the communication media in the classroom, the learners might have difficulties in applying English for the daily communication. It is different if the teacher uses English during the classroom situation. The learners will be more aware of how to use English so that their ability of using English can be increased as they can get used to practice English as their habit.

Regarding to the situation mentioned above, it correlates to my own journey of teaching English. I started teaching English in 2015 by becoming a private English teacher. In 2016, I got more experiences in teaching English by doing my teaching practice or *Program Praktik Lapangan* at one of junior high schools in Yogyakarta when I was still in the third year of my undergraduate

study. When I did my teaching practice at school, it was very common to see the English teachers mostly used English to improve the learners' ability to use English as the media of communication during the teaching and learning process in the classroom. It was good to be done in order to make the learners to be more familiar with the new language that they currently learned. The teachers also did many creative ways in order to assist the learners if they were having difficulties while using English. As the result, the learners could perform better and they were more aware about the language.

Despite the fact that English is used for the daily communication, it is actually not enough to enhance the learner's knowledge, ability, and skills. It is now commonly seen that English is used as a way for achieving something related to its specific purposes. I realized it when I started to get more experiences in teaching English by joining one of the English learning institutions in Yogyakarta, namely Discovery English Jogja, as a part time English teacher. In this learning institution, I found that the learning environment was very supportive as all teachers used English both inside and outside the classroom. It was a way to make sure that the learners who studied in this learning institution were more aware and familiar to use English. Therefore, they could use English as their media to communicate among the teachers and other learners.

As time goes by, I have been teaching several classes in which the learners want to be more fluent in using English. However, I also find a phenomenon that most of people who enroll themselves in this learning institution are asking for the exam preparation program. There are three main reasons why people are enrolling

themselves into the exam preparation program, for example International English Language Testing System (IELTS) preparation course. First, they have a clear intention and limited time to do the IELTS preparation course as they are also required to take the official IELTS test in order to achieve a good overall band score of the test and to fulfill the requirements to go abroad, for example admissions to universities or permission of working abroad. Most of the registrants are undergraduate students who want to take exposure or student exchange programs, new graduates who want to continue their master's degree abroad, and lectures who want to pursue their doctoral degree abroad. Second, they have the intention to go abroad either for continuing study or for working. However, they are not in a hurry to take the official IELTS test. Most of them want to prepare it well by taking the IELTS preparation course once or even twice. Third, they have no intention and no idea of what IELTS is, so they simply want to know what IELTS is about and why it is quite important to be known. In this case, most of the registrants are senior high school students as they have unclear insight about the standardized tests.

Exam preparation program in Discovery English Jogja offers two kinds of course; the first one is TOEFL preparation course and the other one is IELTS preparation course. In this learning institution, most of people register themselves into IELTS preparation course. International English Language Testing System (IELTS) is currently becoming one of the requirements for those especially who want to continue their study in the English speaking countries such as the United Kingdom or Australia. The role of IELTS is getting more important as it is

considered as one of the standardized tests all around the world. In line with the importance of IELTS, therefore, the demand of doing IELTS preparation courses for taking an official IELTS test is also increasing. Some teachers in Discovery English Jogja also say that it is actually interesting to see this phenomenon as teaching IELTS is not easy, especially if the learners are not aware of what IELTS is about along with its assessed skills. Seeing this phenomenon, I intend to do research on the teacher's lived experience in teaching IELTS.

There were several existing studies discussing about teacher's lived experience in English language learning. The first study was about teacher's lived experience by Johar in 2017. It investigated the teacher's lived experience of non-fluent English language learners in learning English. The study was conducted to help the readers understood the problems faced by non-fluent English learners throughout the language learning process. The result of the study showed that there were three major themes; inferiority, anxiety, and motivation as those three things influenced the learners' fluency in speaking skills. The study itself was completed by involving three English department students who studied in the same university in Yogyakarta and had experience in teaching English.

Another study of teacher's lived experience was done by Matuate in 2018. The study was conducted in Purikids Godean Office by interviewing two kindergarten teachers as the participants of the study. The study was seeking the teachers' lived experience of teaching English through English to young learners. The study was hermeneutic phenomenological study. The results of the study were the description and interpretation of the participants' stories. The pre-figured

themes were belief in teaching English through English, teacher's autonomy, creativity, self-actualization, classroom management, feelings, and motivation.

Another study was done by Bakti in 2018. It was aimed to investigate the lived experience of two non-native English speaking teachers at two different international schools located in Semarang and Yogyakarta. The study attempted to reveal the essential meaning of the experience of teaching English at the international schools by implementing hermeneutic phenomenological study. The results of the study were the description and interpretation of two participants' lived experience at the international schools. There were two major findings in this study. The pre-figured themes were native speaker fallacy, unique features of the teachers, and teachers' roles. The emergent themes were reality shocked and self-actualization.

Based on those previous existing studies, I intend to draw another topic of teacher's lived experience by having scaffolding as one of the essential factors in English language learning and teaching. This lived experience research about scaffolding is chosen because it is important to be aware and perceived on how a teacher depicts his own experience in doing scaffolding to promote and enhance the learners' knowledge, ability, and skills. Besides, it is about how a teacher interprets the meanings of his experience. Therefore, this research is going to figure out about the teacher's lived experience in scaffolding learners to build IELTS writing skills. The justification of this research is choosing the IELTS writing skills because some IELTS teachers argue that building learners' IELTS

skills for the first time is difficult especially on the writing skills as it requires academic background as well.

B. PROBLEM LIMITATION

This research was limited to the scaffolding learners in building IELTS writing skills. This research was conducted in Discovery English Jogja as one of English learning institutions in Yogyakarta. Discovery English Jogja had a program called exam preparation program. This program was intended to help the learners who wanted to do certain standardized tests such as Test of English as Foreign Language (TOEFL) or International English Language Testing System (IELTS). The co-researcher or research participant in this research was a teacher from Discovery English Jogja who had been experiencing in teaching exam preparation program, especially teaching IELTS preparation courses for years. There was only an IELTS teacher who became the research participant in order to get deeper essence of the participant's lived experience itself. Moreover, it gained more on the scaffolding and the process of teaching and learning IELTS writing skills from the teacher's point of view.

This research focused more on how teacher perceived his lived experience in teaching English at non-formal English learning institution. The problem of this research was limited to how teacher did scaffolding towards learners in building IELTS writing skills. This research discovered his actions, beliefs, feelings, intentions, and understanding of doing scaffolding towards learners in building IELTS writing skills. As it was a lived experience research, the primary data of

this research was mainly based on the lived experience stories of the research participant. The results of the research were obtained through in-depth interviews, re-interviews, and class observations. The findings later on were transcribed, analyzed, and interpreted into texts.

C. PROBLEM FORMULATION

Building certain skills in English towards learners was a way of teaching English as a second or foreign language. It was also a way of teaching English for achieving certain purposes. Therefore, this research was meant to reveal the teacher's lived experience from his teaching and learning experience in the classroom especially in teaching IELTS. Thus, the research question of this research was formulated as follows: *What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?* This question addressed to the description and interpretation of teacher's lived experience in scaffolding learners to build IELTS writing skills.

D. RESEARCH GOALS

This research was aimed to discover the essence of someone's lived experience, especially teacher's lived experience in scaffolding learners to build IELTS writing skills. The goal of this research was to give deeper understanding and essential point of view from teacher's lived experience in scaffolding learners to build IELTS writing skills. The participant's lived experience was analyzed and interpreted into description and interpretation. It included about what his experience was like and how he overcame difficulties that he encountered when

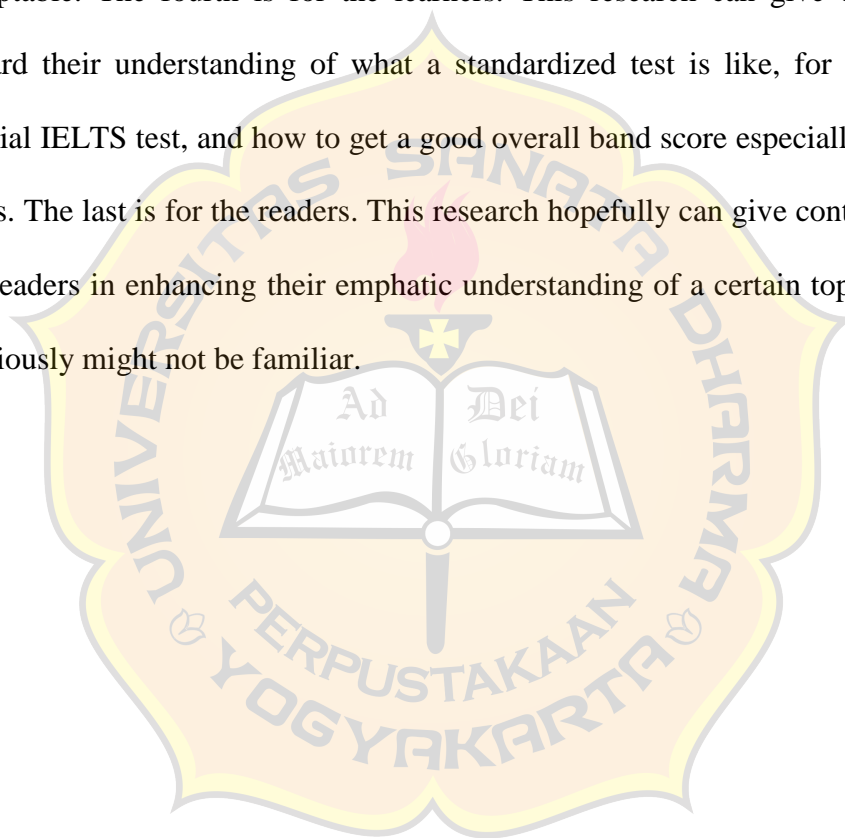
he was doing scaffolding towards learners in building IELTS writing skills. The implementation of scaffolding towards the teaching and learning process in the classroom was important as it affected the learners' performance. Besides, it also highlighted how learners improved themselves to create writing products which were more academic by doing IELTS writing tasks. The description and interpretation could be perceived through the data collection process and findings at the end of this research.

E. RESEARCH BENEFITS

This research has been meant to describe and interpret the lived experience of an IELTS teacher in scaffolding learners to build IELTS writing skills. Therefore, this research is expected to give contributions or benefits both scientific and practical purposes. The first benefit is for the scientific purpose. This research elaborates the description and interpretation of the participant's lived experience in scaffolding learners to build IELTS writing skills. It can be an asset or property of science. Moreover, it can contribute to the development of English teaching and learning theories in educational field, particularly on the use or implementation of English for specific purposes.

Second, in addition to benefits for the scientific purpose, this research is expected to give benefits to practical purpose toward five parties. The first is for the research participant. This research can be a media for him to reflect on what he has been doing in the field of English language teaching especially teaching IELTS preparation courses. The second is for the future researchers. This research

can be useful for them to give another perspective of lived experience as it comes up with new sights of English language teaching and learning. The third is for the teachers. This research can be beneficial for them to improve the way of teaching English, especially for building and developing learner's writing skills so that the learner's writing products can be more academically understandable and acceptable. The fourth is for the learners. This research can give contributions toward their understanding of what a standardized test is like, for example an official IELTS test, and how to get a good overall band score especially in writing skills. The last is for the readers. This research hopefully can give contributions to the readers in enhancing their emphatic understanding of a certain topic that they previously might not be familiar.



CHAPTER II

LITERATURE REVIEW

This chapter aims to present the elaboration of the theoretical review and the framework of pre-understanding of this research. The first part is the theoretical review which covers theories used to support this research. The second part is the framework of pre-understanding which focuses on how this research is constructed based on the theories and leads into the emergent themes.

A. THEORETICAL REVIEW

This section deals with the theoretical review which elaborates theories used to support this research. The first part is about lived experience as its concept becomes the major focus of this research. The second part is about scaffolding which starts with the concept of teaching and learning cycle and the zone of proximal development in the teaching and learning process which leads to the term scaffolding. The third part is writing skills as it also becomes the main concern in this research. The fourth part is about International English Language Testing System (IELTS). It discusses what IELTS is about, especially on its writing skills. The last part is related research reports which provide the summary of research reports that have been done under the same notion but with different approaches and goals.

1. Lived Experience

Manen (1990) states that lived experience is recollective events or actions done by someone which create and reflect experiences after the actions have been

passing or living through. It means that someone is not able to reflect on what he or she has done or accomplished while living through the experiences. In addition, Manen (2016) claims that lived experience provides an individual and others to do “an automatic reliving and a reflective appropriation of something meaningful” (cited in Taqwa, 2020).

According to Manen (1990), lived experience is part of phenomenology research which becomes the beginning as well as the ending of a phase. Suddick, Cross, et.al (2020) add that phenomenology research is accomplished by describing and interpreting the lived experience. The description is related to the quality and the interpretation of lived experience. It is in line with Manen (2016) who states that phenomenology is the description of lived-through quality and the expressions of lived experience. Additionally, Splichal (2015) argues that “phenomenology gives the direct description of the experience as they are, without taking account of their psychological origin and the casual explanations.” Thus, it can be defined that by conducting phenomenology research, the meaning of someone’s lived experience can be revealed.

Furthermore, in phenomenology research, there are four essential themes that can be used to describe and interpret the lived experience. Manen (1990) mentions those four themes. They are lived space (spatiality), lived body (corporeality), lived time (temporality), and lived other (relation). According to Manen (1990), those four themes are used as guidance in conducting phenomenology research and aimed to see what a person is curious about

somebody else's lived experience and the meaning in the back of every action he or she has been doing (cited in Bradley, 2005).

Lived space (spatiality) is defined as a space where someone finds it touches the way of he or she feels. It does not necessarily have to take the form of a space between the actual objects. Manen (1990) states that lived space is the existential theme which guides someone into the world where human beings move and find themselves at home. Thus, lived space can be understood as things or circumstances that someone needs to know and get in for revealing more essential and substantive dimension of the meaning of lived life (Taqwa, 2020). In the context of this research, lived space is related to any form of experience that the research participant finds supportive environments in doing scaffolding towards learners to build IELTS writing skills through the teaching and learning process.

Lived body (corporeality) is defined as a phenomenological fact that human beings always present in the world (Manen, 1990). It can be understood as how someone physically expresses his or her existence in front of others. It is also meant when someone is open through what he or she cares about, however, at the same time, he or she is hiding something in which other people do not need to know. In connection with this research, lived body is about how the research participant presents his existence physically in front of the learners he has met in various teaching and learning process during the process of scaffolding in building IELTS writing skills.

Lived time (temporality) is defined as the time which conveys the idea that time passes quickly while someone is enjoying something. Manen (1990) states

that this kind of situation mostly happens when someone feels bored, then, he or she might think that time is slowly ticking. On the other hand, when someone is looking forward to something, he or she feels that time is quickly ticking. Therefore, this research is trying to figure out about the personal lived time of the research participant in performing scaffolding process towards learners in building IELTS writing skills.

Lived other (relationality), according to Manen (1990), is defined as the relation that someone maintains with others in his or her personal space in which he or she shares with them. In the context of this research, the research participant's relation with the learners during the process of scaffolding in building IELTS writing skills is experienced as lived relation. Moreover, the engagement and performance that the learners exhibit in the scaffolding process are the research participant's personal relation and at the end, it will be corporated with interpersonal implications.

Furthermore, this research pays more attention on the research participant's lived experience which includes many approaches that make the experience itself meaningful (Creswell, 2012). Hence, lived experience is considered as a phenomenon which is depicted in a way of how someone gives response into a particular phenomenon that he or she encountered in the past. Manen (1990) identifies there are several categories where lived experience is seen as a phenomenon and those can be used to reveal the meaning of someone's experience. They are understanding, belief, intention, action, and feeling.

According to Manen (1990), understanding is about getting something meaningful from a particular phenomenon that someone has experienced and understood the meaning behind it. Kurniawati (2018) adds that understanding is also meant to help someone in perceiving and realizing the consequences of actions that have been done previously. In addition, “understanding is a meaningful effort of identifying challenging things that someone finds and tries to comprehend by experiencing them through the actual situations” (Taqwa, 2020). Therefore, I would say that understanding is about how someone perceives and responds towards a certain matter where he or she should be able to connect the meaning behind every action that he or she has done or completed. In this research, the understanding of research participant towards scaffolding learners in building IELTS writing skills is depicted based on what he has known about it including actions he has experienced during the teaching and learning process.

Belief is defined as a particular attitude which cannot be easily changed (Kurniawan, 2016). Ralph (2018) argues that belief is psychological representation in which human brain takes big roles to decide how things should be performed and associated to one and another. Hence, Schwitzgebel (2019) adds that belief can be defined as individual’s thoughts or judgements which can be derived from what human beings say, intend, and do. It is considered as a truth which is owned by an individual for perceiving the world, new information, and events. For this research, I take belief as the idea of the research participant’s attitude in performing scaffolding towards learners in building IELTS writing

skills. The participant's attitude will be categorized through his actions affected by his personal understanding.

Warshaw and Davis (1985) claim that intention refers to someone's goal to achieve a particular set of achievement (cited in Taqwa, 2020). According to Setiya (2014) as cited by Ferianda & Mukarto (2017), there are three aspects of intention. They are intention for future, intention to act, and intentional action. Those three aspects are related to one and another through the commitment for successfully achieving someone's goal. Therefore, I can conclude that intention is similar to an individual's expectation towards something in which a certain behavior will be performed. It is more likely a purposeful plan or set of actions which needs to be followed and done in order to accomplish certain achievements. Following the idea to be applied in this research, intention is used to investigate the research participant's lived experience in doing scaffolding towards learners in building IELTS writing skills. It is also useful to gain more about what makes the research participant consistently doing scaffolding and what sort of plans and goals that he needs to accomplish during the teaching and learning process.

Manen (1990) states that action is shown in lived experience, especially in hermeneutic phenomenological research. The meaning of action refers to things that someone undergoes which is closely related to the use of five senses; seeing, hearing, smelling, tasting, and touching (Kurniawan, 2016). Hence, I can conclude that action can be meant as a part of an individual's experience as it involves the use of five senses; seeing, hearing, smelling, tasting, and touching. Those five senses require physical or body movements as it presents what an individual does.

It is also more defined on how an individual behaves or acts physically towards the events of his or her past experience. Therefore, in correlation to this research, action is used to figure out the lived experience of how the research participant behaves, acts and/or reacts by involving the use of his five senses in accordance with the scaffolding process towards learners in building IELTS writing skills.

Patton (2002) argues that feeling is defined as someone's response towards a particular matter which is mostly related to about how he or she feels, judge, perceive, or remember (cited in Taqwa, 2020). Moreover, the idea of feeling in lived experience can be recognized through someone's feelings in experiencing certain actions or events happen in his or her life. Therefore, I would say that feeling refers to the reaction or expression towards a particular thing or event either it gives good impact or bad impact to the individual. For this research, I take feeling as the consideration to get more meaning of the research participant's lived experience. Besides, it is also used to know what and how he feels in doing scaffolding towards learners in building IELTS writing skills.

2. Scaffolding

Teaching English is becoming an increasingly fundamental concern for those who are majoring and concerning their interests in the field of education. Regarding to the teaching and learning process, Christie (2015) states that it is about how we perceive and understand the knowledge given by others, for example teachers. However, it is not as easy as what people have been thinking so far that teaching and learning process is a single thing. Humphrey (2017) argues that it may be necessary to understand the principles, approaches, methods, and

techniques in teaching in order to carry out an interesting teaching and learning process. In addition, Humphrey & Feez (2016) state that as a teacher or an instructor, one needs to know what the learners' needs are, how to demonstrate knowledge and integrate it into the most interesting and engaging ways of teaching and learning activities. Therefore, a teacher needs to pay attention about the teaching and learning cycle when teaching English as it becomes the basis of teaching and learning process. Moreover, he or she needs to determine the compatibility of teaching and learning cycle in the classroom situation.

Teaching and learning cycle is a process in which the teacher needs to consider the preparation, the learners' skills and understanding, and the activities in which the learners can be engaged with. According to Derewianka & Jones (2016), there are four steps in this cycle; setting the context, deconstruction and modeling, joint construction, and independent construction. The first step is setting the context. It means that the teacher needs to develop the learners' knowledge and understanding about, for example, the cultural context, genre, or topic. The aim in setting the context is that the learners can receive information given by the teacher. The second step is deconstruction and modeling. It focuses on giving chances to the learners to apply their understanding of certain topic by themselves. For example, the learners can examine their understanding of the purpose, structure, and language features of the text by analyzing the text itself.

The third step of teaching and learning cycle is joint construction. In this step, the learners are trying to construct what they already have along with the assistance of the teacher. To make it easier for the learners, the teacher can also

give questions or suggestions to the learners' work. The last step is independent construction. Here, the learners are expected to demonstrate their understanding of the given topic independently without the teacher's guidance. At the end, the teacher can give the positive reinforcement or feedback so the learners are expected to perform better in the next chances.

The concept of teaching and learning cycle is closely related to the zone of proximal development. It refers to the difference between what a learner can do without help and what he or she can do with help. It is a concept developed by Russian psychologist and social constructionist namely Lev Vygotsky (1896 - 1934). Vygotsky (1978) states that children follow the example of adults and gradually develop their ability to do and complete certain tasks without any help or assistance. Vygotsky (1978) adds that the definition of the zone of proximal development is the actual developmental level determined by independent problem-solving and the potential development determined by problem-solving under the guidance of an adult or in collaboration with more competent peers (cited in Gibbons, 2015).

The concept of zone of proximal development has been modified and changed into new idea since Vygotsky's authentic conception. There is a term, namely scaffolding, which is intently associated with the zone of proximal development. According to Wood, Bruner, and Ross (1976), the term scaffolding is firstly used as a metaphorical sense in the process of constructing or repairing the building (cited in Gibbons, 2015). Maybin, Mercer, and Stierer (1992) portray

the term scaffolding into classroom situation as the mentor's assistance in supporting learners to carry out tasks successfully (cited in Gibbons, 2015).

Gibbons (2015) states that "scaffolding is a method where a teacher or more competent peer gives aid to the learner in his or her zone of proximal development as necessary, and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building during construction" (p. 16). Furthermore, according to an education expert, Nancy Balaban as cited in Spycher (2017), she argues that "scaffolding refers to the way of adult guides the learner's learning via focused questions and positive interactions" (p. 16). Therefore, it can be understood that scaffolding is a temporary help that a teacher uses to help learner do something, and learner can later complete similar tasks by themselves. It is more future-oriented and aims to increase learner's autonomy.

Since learners are likely to be working within their zone of proximal development, Gibbons (2015) argues that learning only occurs when teacher promotes supports or scaffolding. Moreover, Walqui (2007) states that it is the teacher's primary responsibility to ignore the notion that the experience in the classroom should not completely exceed the learner's abilities and to introduce new learning steps to start and build the learner's knowledge. Teachers are expected to have high expectations of the learners as well as providing the appropriate scaffolding for learners to successfully completing a task.

The notion of scaffolding in the learning process is then developed as the gradual release of responsibility. It refers to the support which is provided at the point of need and gradually withdrawn as the learners become increasingly

independent (Wood, et.al, 1976). Since the aim of scaffolding is to gradually withdraw the support and handover full responsibility to the learners, Wood, et.al (1976) propose three required things to construct effective scaffolding in the teaching and learning process. First, teacher has to have a finite goal for the learners to achieve in one cycle of teaching and learning process. Second, teacher has to have a plan to step his roles back by providing teaching and learning activities that support and encourage the learners to achieve the goal. Third, the learners are then able to take their own responsibility for achieving the goal by demonstrating a greater level of independence in the next stages. To illustrate this idea, Mariani (1997) provides a useful diagram in order to know what and how scaffolding is depicted through the teaching and learning process in the classroom (cited in Gibbons, 2015).

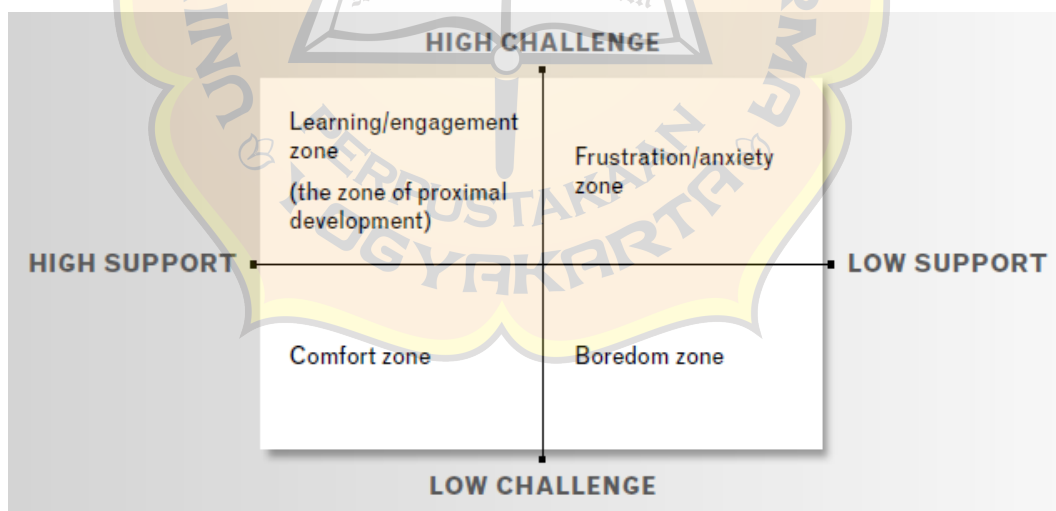


Figure 2.1. Mariani's (1997) Scaffolding Diagram (cited in Gibbons, 2015)

The four parts illustrate four kinds of classroom situation; (1) high challenge, high support; (2) high challenge, low support; (3) low challenge, high support; and (4) low challenge, low support. The vertical axis shows the degree of

challenge about what the learners are doing related to tasks and higher-order thinking. The horizontal axis shows the degree of support about what the teacher is doing whether he or she provides high or low levels of scaffolding.

3. Writing Skills

Nunan (2002) states that writing has changed over years in societies as it creates initial stimulus for the emergence of new language form. Nunan (2002) adds that writing is a process which focuses on various activities in order to promote language skills development. It can be referred as an ability which helps someone to brainstorm and put his or her thoughts into meaningful words by promoting comprehensibility and independency in writing process. Furthermore, Nunan (2002) states:

“Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text” (p. 86).

Halliday (1985) argues that regarding to its form, written language promotes different functions in everyday life primarily for action, information, and entertainment in which it needs certain language skills to deliver each function appropriately (cited in Nunan, 2002). Durga & Rao (2018) argue that writing is meant for defining and generating ideas, facts, and thoughts in a form of finished text. Thus, writers need to acquire specific skills or competencies which help them to put their ideas into words and create meaning. Badger & White

(2018) also state that writing skills point out the writer's ability in representing written symbols, sounds, syllables, or words with different mechanism such as spelling, punctuation, and word formation as well as word function in order to be able to expressing ideas and reaching goals to create a good writing product.

In accordance with English language teaching, writing skills need to be taught to learners effectively. Nunan (2002) states that teachers should motivate learners to obtain good writing skills by promoting instructions and rules of writing during the teaching and learning process, for example providing multiple writing practices, in order to meet the learners' academic needs or requirements. Kartawijaya (2018) also argues that exposing learners to do a lot of writing practices is important to sharpen the learners' writing skills. By doing so, learners are mostly achieving multiple benefits as they are capable to write coherently, cohesively, effectively and efficiently. Therefore, it can be said that by promoting good writing skills will help both parties which are teachers and learners. Teachers are able to know what sort of things that need to be clearly improved during the process of enhancing learners' writing skills. Besides, learners are able to recognize what to do to produce good writing products.

In addition, some essential abilities in writing skills are required to master for learners. Utami (2018) defines that those abilities are comprehensibility, fluency, creativity, and independency. The first is comprehensibility. It can be meant as the ability of learners to cope something by understanding the ideas or facts by themselves. The second is fluency. It is referred as learners are expected to have the ability to read, speak, or write easily, expressively, as well as

smoothly. The third is creativity which encompasses the ability of learners to express or write freely. The last is independency. Its function is to emphasize learner's ability to write based on the given situation using his or her own language without any intervention or assistance from others.

Furthermore, according to Suharni (2016), there are five major components for enhancing learner's writing skills. The first is content. Learners are expected to be able in determining the main and supporting statements in order to be consistent with the key idea or essential content of their writing product. The second is organization. It deals with how learners are able to set a writing product in a logical sequence starting from the introductory, body, and conclusion. The third is discourse. It refers to the use of topic sentence, paragraph unity, cohesion, coherence, and transition. The fourth is vocabulary. Learners are expected to be able to decide what sort of words which are appropriate to form phrases or sentences in order to compose an effective and meaningful writing product. The last is mechanics. It is related to the grammar, spelling, and reference. Therefore, in composing a good writing product, learners are expected to be able mastering components which are in terms of content, the organization of ideas, and the accuracy and range of vocabulary and grammar.

4. International English Language Testing System

Predetermined levels of English are one of essential requirements for those who are from non-English speaking countries and intended to study abroad. Thus, a valid and reliable English proficiency test is needed in order to meet the requirements for entering the international academic circumstances. Hamp-Lyons

(1990) states that International English Language Testing System (IELTS) has been one of English proficiency tests widely used all around the world. It is a popular English as Second Language (ESL) test and unique among other English proficiency tests as it claims to assess the term English as an international language. Such kind of testing system plays an important role for those who are often used it for deciding critical decision, for example, admissions to universities (Uysal, 2019).

International English Language Testing System (IELTS) is an international standardized test that was first launched in 1980 by British Council and Cambridge English Language Assessment. Uysal (2019) argues that during 1980s, the demand was low and then in 1989, the International Development Program of Australian Universities and Colleges (IDP) started to join as the IELTS partnership in order to gain more international participations which is now known as IDP: IELTS Australia. Shaw (2007) states that IELTS is designed for those who are non-English native speakers and mostly used for academic purposes such as admissions to international universities and for general purposes such as immigration or permission of working abroad. Therefore, it is mostly accepted in countries where IELTS partnership exists such as United Kingdom, Australia, Canada, New Zealand, and European regions.

As IELTS is an international standardized test of English, Cambridge Language Assessment established the IELTS band descriptors or grading system correlated with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) in 1990s. The CEFR is known as an

international standard for describing learner's achievement on language ability. It categorizes learners into three main divisions; basic user, independent user, and proficient user. Each of division is divided into two levels so there are six-point scales. Basic user is divided into A1 (breakthrough) level and A2 (waystage) level. Independent user is divided into B1 (threshold) level and B2 (vantage) level. Proficient user is divided into C1 (advanced) level and C2 (mastery) level. In each level, it elaborates what a learner is supposed to be able to do and accomplish (see appendix 6).

Furthermore, the connection between IELTS and CEFR is quite complex as IELTS is not a level-based test but it is rather designed to extend a much broader proficiency continuum as well as it utilizes its nine-point band scoring system (see appendix 7). In addition, in IELTS, the CEFR is not designed to provide the basis for precise equation. It is primarily designed as a tool for reflection, communication, and empowerment. It is becoming notable as it provides a starting point for comparing and interpreting one's language qualification and it is used as a way of benchmarking towards one's language ability. Below is the figure of the connection of IELTS and the CEFR.

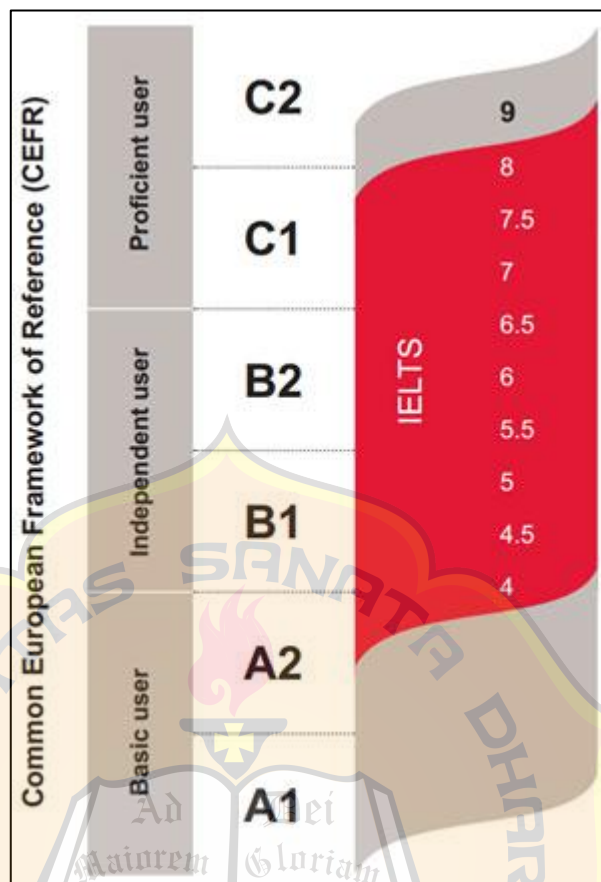


Figure 2.2. The Connection of IELTS and the CEFR (cited in IELTS Online Report Series, 2020)

The use of the CEFR as a tool for describing, comparing, and reflecting one's language ability is essential to be implemented in both versions of IELTS which are IELTS general training and IELTS academic. Hashemi & Daneshfar (2018) state that the IELTS general training is aimed for those who are migrating or applying for training programs or work experiences to the United Kingdom, Australia, and Canada. On the other hand, the IELTS academic version is aimed to those who are applying for higher education in an English-speaking institution. Hashemi & Daneshfar (2018) also add that although there are several differences

in terms of the test format, both versions are valid and reliable assessment of the four English language skills. They are listening, reading, writing, and speaking.

IELTS general training and IELTS academic cover four sections of the test as both versions are testing four skills in English language. The first section is listening. In this section, the test taker is given 40 questions divided into four parts. The time allocation is 30 minutes plus 10 extra minutes to transfer the answers on the answer sheet. For part one and two, the topics are mostly about every day or social situation. Meanwhile, for part three and four, the recordings are mostly about educational matters. In addition, the types of question are usually in the form of multiple choice, short answer, and matching headings. Those types cover things that are assessed in listening skills such as understanding main ideas, determining specific factual information, recognizing opinions or attitudes of the speaker, and concluding the development of arguments.

The second section is reading. Here, the test taker is given 40 questions which are divided into three different passages. The passages range from the descriptive and factual information taken from books, journals, newspaper, or magazines. Reading section should be completed in 60 minutes in which every passage is assigned for about 20 minutes. The types of questions are mostly in the form of multiple choice, short answer, matching headings, and labelling diagrams. This section assesses the test taker's ability in finding and understanding gists, main ideas, detail information, implied meanings, and inferences.

The third section is writing. In this section, the test taker is given two different tasks. The time allocation for writing section is 60 minutes over all. In

task one, it needs 150 words to compose within 20 minutes. Task two lasts for about 40 minutes which requires the test taker to write approximately 250 words. Writing section assesses the test taker's ability in composing appropriate writing products related to its content, ideas organization (coherence and cohesion), accuracy as well as range of vocabulary and grammar.

The last section is speaking. This section requires the test taker to have a face-to-face interview with the speaking examiner. This section consists of three parts; (1) part one is about introduction and interview which is about 4-5 minutes; (2) part two is about long turn which is lasted for about 3-4 minutes; (3) part three is about discussion which will be 4-5 minutes. Here, speaking section assesses the test taker's ability to communicate information or opinions on every day topics, speak on given topics at length using good command in English, and express as well as analyze about certain issues through discussion. To illustrate the differences among IELTS general training and IELTS academic, Hashemi & Daneshfar (2018) provide a figure below.

IELTS Academic	IELTS General Training
<p><i>IELTS Academic</i> measures English language proficiency needed for an academic, higher learning environment. The test tasks are intended for all test takers in all subjects.</p>	<p><i>IELTS General</i> measures English language proficiency in a practical daily context. The test tasks reflect both workplace and social situations.</p>
<p>Listening (30 minutes, plus 10 extra minutes to transfer the answers on the answer sheet.)</p> <ul style="list-style-type: none"> • Four recorded monologues and conversations 	<p>Listening (30 minutes, plus 10 extra minutes to transfer the answers on the answer sheet.)</p> <ul style="list-style-type: none"> • Four recorded monologues and conversations
<p>Reading (60 minutes)</p> <ul style="list-style-type: none"> • Three long passages with tasks • Texts range from descriptive and factual to discursive and analytical. • Includes non-verbal materials such as diagrams, graphs, and illustrations • Texts are authentic (taken from books, newspapers & journals) 	<p>Reading (60 minutes)</p> <ul style="list-style-type: none"> • Three long passages with tasks • Section 1 contains 2 or 3 short factual texts. • Section 2 contains two short, work-related factual texts. • Section 3 contains one long text on a general topic • Texts are authentic (taken from official documents, books and newspapers).
<p>Writing (60 minutes)</p> <ul style="list-style-type: none"> • Writing task 1 of at least 150 words where the candidates must summarize, describe, or explain a table, chart, or a diagram. • Short essay task 2 of at least 250 words. 	<p>Writing (60 minutes)</p> <ul style="list-style-type: none"> • Letter writing task of at least 150 words • Short essay task of at least 250 words.
<p>Speaking (11 to 14 minutes)</p> <ul style="list-style-type: none"> • Face-to-face interview • Includes short questions, speaking at length about a familiar topic, and a structured discussion. 	<p>Speaking (11 to 14 minutes)</p> <ul style="list-style-type: none"> • Face-to-face interview • Includes short questions, speaking at length about a familiar topic, and a structured discussion.

Figure 2.3. The Differences of IELTS General Training and IELTS Academic (cited in Hashemi & Daneshfar, 2018)

This research efforts to focus on the IELTS writing skills. Hashemi & Daneshfar (2018) argue that IELTS writing is quite challenging especially for those who are in the first time of knowing what IELTS writing is about as well as kinds of IELTS writing task. Both in IELTS general training and IELTS academic, writing section consists of two tasks. Taken from Cambridge IELTS 15 (2020), in IELTS general training, writing topics are mostly about general interest.

The first task requires the test taker to write at least 150 words within 20 minutes. The test taker is given a situation where he or she is asked to write a letter in requesting or explaining information. It assessed the test taker's ability to engage his or her personal correspondence in order to provide general factual information, shows what he or she likes and/or dislikes through opinions. The second task is about writing an essay which is related to one's point of view. It assesses the test taker's ability to provide general factual information by presenting a problem along with its solutions and justifying opinions through evidences or arguments. In the second task, the test taker requires to write at least 250 words within 40 minutes of time allocation.

IELTS academic writing section is more likely about educational field, for example issues of entering undergraduate or postgraduate studies. In the first task, the test taker is given a graph, chart, table, or diagram in which he or she is asked to describe, explain, as well as summarize using his or her words. This task requires 150 words to write within 20 minutes of time allocation. The second task is more likely the same with IELTS general training. Here, the test taker is asked to write an essay for showing his or her point of view, arguments, or opinions. It lasts for about 40 minutes as the test taker is required to write 250 words. What differs between both version of IELTS test is that the style of writing is more academic in the IELTS academic version. Meanwhile, in the IELTS general training version, it is more in the form of personal or neutral style. To show the differences of writing tasks between IELTS writing in general training and IELTS writing in academic, I provide samples of each task below.

WRITING TASK 1

You should spend about 20 minutes on this task.

You have seen an advertisement from a couple, who live in Australia, for someone to teach their two children your language for a year.

Write a letter to the couple. In your letter

- **explain why you think you would be suitable for the job**
- **say what else you could do for the family**
- **give your reasons for wanting the job**

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear

Figure 2.4. Sample of IELTS General Training Writing Task 1 (cited in Cambridge IELTS 15, 2020)

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries, paying for things using mobile phone (cellphone) apps is becoming increasingly common.

Does this development have more advantages or more disadvantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Figure 2.5. Sample of IELTS General Training Writing Task 2 (cited in Cambridge IELTS 15, 2020)

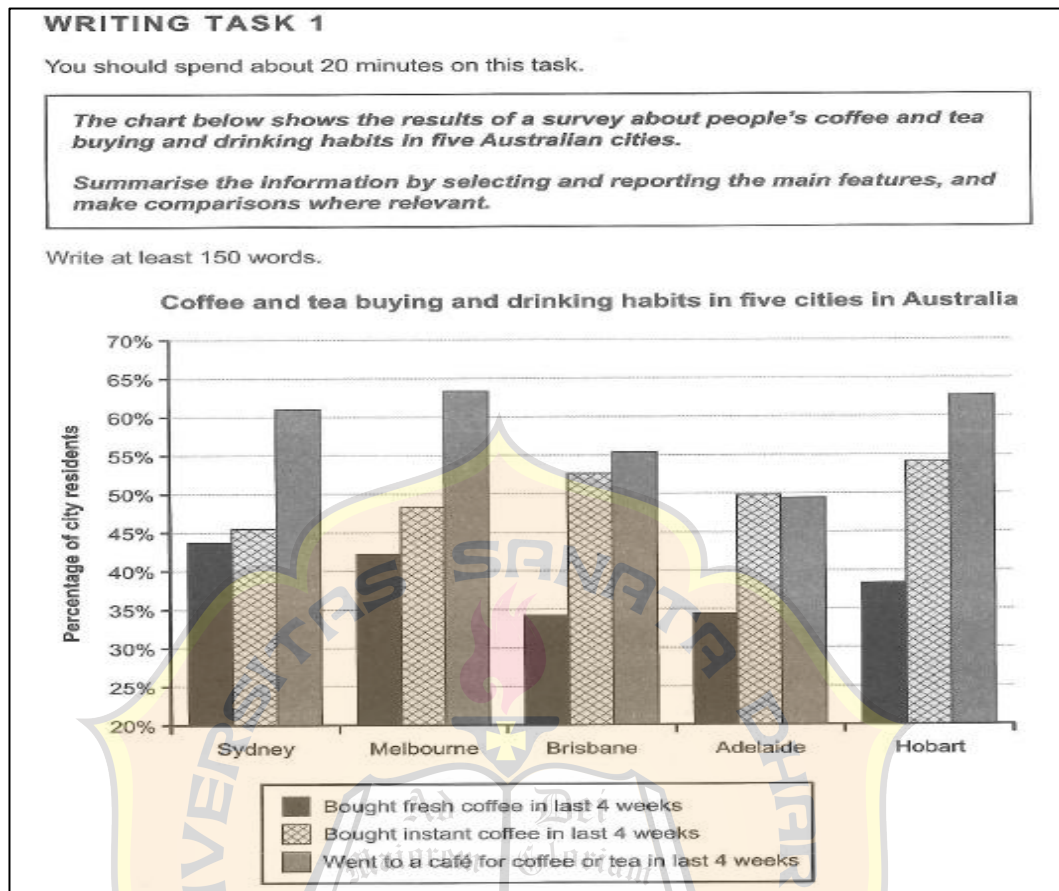


Figure 2.6. Sample of IELTS Academic Writing Task 1 (cited in Cambridge IELTS 15, 2020)

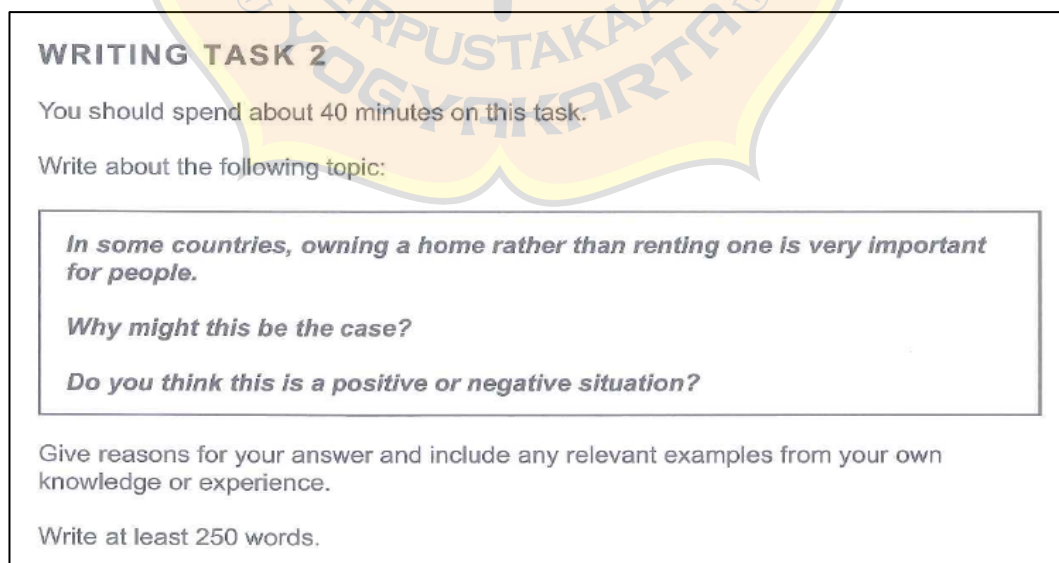


Figure 2.7. Sample of IELTS Academic Writing Task 2 (cited in Cambridge IELTS 15, 2020)

In addition, regarding to the grading system, each IELTS writing task has assessment criteria for both IELTS general training and IELTS academic. In IELTS task 1, there are four criteria along with the target competence for each band score (see appendix 8). The first is task achievement. It refers to the completion of all requirements of the task such as overview of main trends and differences or stages. The second is coherence and cohesion. It covers the management of paragraphing and the sequences of information or ideas. The third is lexical resource. It presents the use of wide range of vocabulary in order to be fluent and flexible to convey precise meanings of the writing product. The last is grammatical range and accuracy. It points out the use of wide range of structures with rare minor errors. Furthermore, in IELTS task 2, there are also four criteria. What differs from both criteria is that first criteria is called task achievement in task 1. Meanwhile, in task 2, it is called task response as it refers to the fully development of all parts of the task including clear position throughout the response and well-supported ideas (see appendix 9).

5. Related Research Reports

Several studies have been conducted related to scaffolding in writing skills or IELTS writing skills itself. Even though those studies have been done under the same notion, they apply different research approaches as well as different goals. In this part, I present a short summary of several research reports about scaffolding in writing skills or IELTS writing skills with different approaches and goals. Furthermore, I also propose the justification of my own research in the context of existing studies I have found.

The first research by Vonna, Mukminatien, & Laksmi was done in Malang State University, in the year of 2015. The research title was *The Effect of Scaffolding Techniques on Students' Writing Achievement*. It applied quasi-experimental research with non-randomized control group design. It involved thirty six students which were divided into two groups; twenty students belonged to the experimental group and sixteen students were in the control group. The result of the research showed that students in the experimental group indicated significant increase of post-test score after being given treatment of scaffolding compared to the control group which was given the conventional method in teaching writing. The research concluded that scaffolding techniques significantly improved the students' writing achievement.

The second research entitled *Exploring Techniques of Developing Writing Skills in IELTS Preparatory Courses: A Data-Driven Study*. It was done by Namaghi & Safaee in 2017. This research was aimed in uncovering techniques and strategies used by experienced teachers to develop IELTS' candidates writing skills. It adopted constructivist grounded theory as the research method by conducting open-ended qualitative interviews. The findings of this research revealed six techniques used by experienced teachers in developing IELTS' candidate writing skills. They were exposing candidates to sample answers, raising candidates' awareness of scoring criteria, raising candidates content knowledge, teaching vocabulary and grammar as a pre-requisite, teaching fixed phrases, and teaching discourse markers.

The third research was conducted by Durga & Rao in 2018. The title of the research was *Developing Students' Writing Skills in English: A Process Approach*. It was aimed to figure out the effect of process approach in developing students' writing skills in English by adopting quasi-experimental research method. A control group of students were given conventional method while an experimental group of students were treated with process approach. The findings of the research showed that the experimental group presented significant results seen from the students' post-test scores. It concluded that process approach significantly developed students' writing skills in English by setting students' needs, goals, and learning styles.

The fourth research was done by Kartawijaya in 2018 with the title *Improving Students' Writing Skill in Writing Paragraph through an Outline Technique*. This research used two cycles of classroom action research in order to find out whether using an outline technique could improve students' writing skill in writing paragraph and to figure out factors that could influence the students' improvement in writing paragraph. The results showed that the mean score in cycle one was 58.25 % and it increased in the cycle two up to 76.87%. It could be understood that using an outline technique improved students' writing skill as the gap score between cycle one and two increased up to 18.63% point. The improvement of students' writing skill was influenced by four factors. They were materials, media, teaching technique, and classroom management.

The fifth research entitled *A Model for Scaffolding Academic IELTS Writing Task 2: MMPIPE*. It was done by Azir in 2019 using pre-test and post-test

group design in order to find out in what ways scaffolding could help the teacher to enhance the EFL learners' academic writing by implementing scaffolding-based activity namely MMPIPE; motivating, modelling, peer brainstorming, independent writing, peer feedback, and evaluation. This activity was given to two experimental classes of EFL learners aged between 18 up to 28 coming from different backgrounds who studied IELTS writing. The findings showed that using scaffolding-based activity MMPIPE, learners from two experimental classes successfully achieved their zone of proximal development as their score improved between 0.5 up to 1.5 in writing band scale compared to learners who were not treated using MMPIPE activity.

The sixth research was done by Hasan & Karim in 2019. The research title was *Scaffolding Effects on Writing Acquisition Skills in EFL Context*. This research was aimed to investigate the effects of scaffolding given by writing tutors to the development of L2 learners' writing skill. Moreover, it also tried to figure out how scaffolding tools, for example gestures, speeches, pens, and papers, could contribute to L2 learners in improving their process of writing skills acquisition. This research was done by adopting quasi-experimental research in which one group used traditional direct method of teaching and the other one was treated with scaffolding technique. The variables of this research included the tutor's gestures and motivational aspects in promoting scaffolding techniques during the process of L2 writing skills acquisition. The result revealed that through the scaffolding techniques, the experimental group significantly performed better than the conventional group.

The seventh research was conducted in 2020 by Ikawati with the research title *Scaffolding in Teaching Writing*. This research was aimed at investigating what scaffolding was, why scaffolding was needed, and how scaffolding could be implemented to teach writing skills. This research used a library research method in which it studied literature as the object of the research. The results implied that scaffolding could be the teacher's strategy to enhance students' writing skills by integrating genre-based approach in the process of teaching writing. It showed how the teacher gradually released his support as the students experienced completing the tasks. Besides, the students could also figure out their own strategy which could lead them to be more independent and autonomous.

The eighth research was done by Piamsai in 2020. The research title was *The Effect of Scaffolding on Non-Proficient EFL Learners' Performance in an Academic Writing Class*. This research was conducted to investigate the effect of scaffolding to Thai learners as the non-proficient EFL learners in an academic writing class. This research used one group pre-test and post-test design which involved twenty second-year of Economics Thai learners who enrolled academic writing course at public university in Bangkok, Thailand. The teaching process integrated cognitive, metacognitive, and affective scaffolding which created activities implemented in the classroom situation. The result of the post-test revealed that there was a significant improvement of non-proficient learners' performance in the academic writing class.

The ninth research entitled *The Effect of Scaffolding Instruction on Students' Writing Skills*. It was done by Dib in 2021. This research was aimed to

figure out the effectiveness of scaffolding instruction in teaching writing skills which examined two variables; the significance of teacher's assistance to accommodate learners from the assisted tasks into independent performances and the improvement of learners' writing skills. This research was done using quasi-experimental research in which both experimental group and controlled group consisted of 30 learners each. Pre-test and post-test were given to both groups in order to find out the significant improvement before and after the scaffolding instruction treatment applied to the experimental group. The results revealed the performance enhancement of the experimental group was improved as the significance of scaffolding instruction given by the teacher contributed to the learners' writing skills mastery.

The latest research was done by Babu, Rao, & Sridevi in early 2022 with the research title *Enhancing Writing Skills in ESL Learners through the Techniques of Scaffolding*. This research was aimed to investigate the impact of using scaffolding techniques in order to find more effective teaching methodologies in the classroom for enhancing the learners' English proficiency at tertiary level. It was conducted by using quasi-experimental research which involved 120 learners divided into 60 learners each for one experimental group and one controlled group. The results showed that learners performed low in the pre-writing test. During the twelve weeks of scaffolding intervention done by teacher, there was a big improvement towards the learners' post-writing test score. Hence, it was proven that teacher's support in the scaffolding techniques helped learners to broaden their zone of proximal development.

The tenth research reports explained previously have the same intention which is scaffolding writing skills even though all of them have different approaches and objectives. Seven research reports revealed the effectiveness of scaffolding used in the classroom situation for improving learners' writing skills by conducting experimental research in order to compare and contrast the end results of writing performance between the experimental group and controlled group. In addition, there was only one research report which figured out on what scaffolding was and how scaffolding was promoted by teacher in the classroom using grounded theory approach. Meanwhile, there were only two research reports which examined the effectiveness of scaffolding in IELTS writing skills using experimental research as well.

Based on the tenth related research reports above, the strenght of most related studies is that they use experimental research method which provides precise results and in accordance with the hypotheses they make before conducting the research as what experimental research usually have. Meanwhile, the weakness of most related studies is that they do not present detail and rich description of the research results because it is mostly and possibly done using qualitative research method. Therefore, I present the justification of my research by coming up with different approach of qualitative research which is lived experience. It is aimed to reveal the research participant's lived experience in doing scaffolding towards learners in building their IELTS writing skills through his past stories or experiences. This research focuses to gain deeper his experiences through his understanding, belief, intention, action, and feeling.

B. FRAMEWORK OF PRE-UNDERSTANDING

This section covers the framework of pre-understanding of teacher's lived experience in scaffolding learners to build IELTS writing skills. Building learners' IELTS writing skills by implementing scaffolding is a way for teacher in order to actualize the learners' writing skills itself. Having scaffolding as one of the teaching and learning methods is beneficial for both teacher and learners either for finding the best strategy of teaching and learning process or for increasing the teacher's teaching performance and the learners' achievement.

In this research, my interest has been more focused on the lived experience from an individual who has been experiencing in teaching IELTS preparation course for almost ten years. Regarding to the research question of this research which is: *What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?*, this research focuses to reveal an IELTS teacher's lived experience in scaffolding learners to build IELTS writing skills through his understanding, belief, intention, action, and feeling. Besides, it also figures out about the meaning of the lived experience from the teacher's point of view. Therefore, the teacher's lived experience can be described as what scaffolding learners in building IELTS writing skills means to the teacher.

In the process of discovering the lived experience, it highlights the teacher's understanding, belief, intention, action, and feeling. Understanding refers to how teacher perceives a certain insight along with the consequences about what he has been doing during the teaching and learning process. Belief is mostly related to something in which a teacher has believed in and used to guide a

teacher in doing every step of teaching and learning process in the classroom. In accordance with IELTS teaching, IELTS teacher has certain curriculum and materials to be followed and given to the learners as IELTS is considered as an international standardized test. Thus, IELTS teacher should be able to take action as well as intention, for example, by having several plans if what he or she has planned previously does not work properly. It shows that IELTS teacher has an important role to take control of the teaching and learning process for the successfulness of IELTS learning so that learners can get satisfying achievement. Moreover, feeling deals with how teacher should manage and overcome about what he or she feels through the difficult time when learners are not cooperative in the learning process.

In summary, this research is focused to reveal the teacher's lived experience in performing scaffolding towards learners in building IELTS writing skills and figure out the meaning of the lived experience itself. It is essential to understand the lived experience through the discovery of experiences based on the logical and empirical truth. Therefore, I provide a figure shown below in order to present the pipeline of pre-understanding framework by showing the research goal, the process of discovering experiences through the research participant's understanding, belief, intention, action, and feeling as well as how the research participant's experiences lead to the emergent themes.

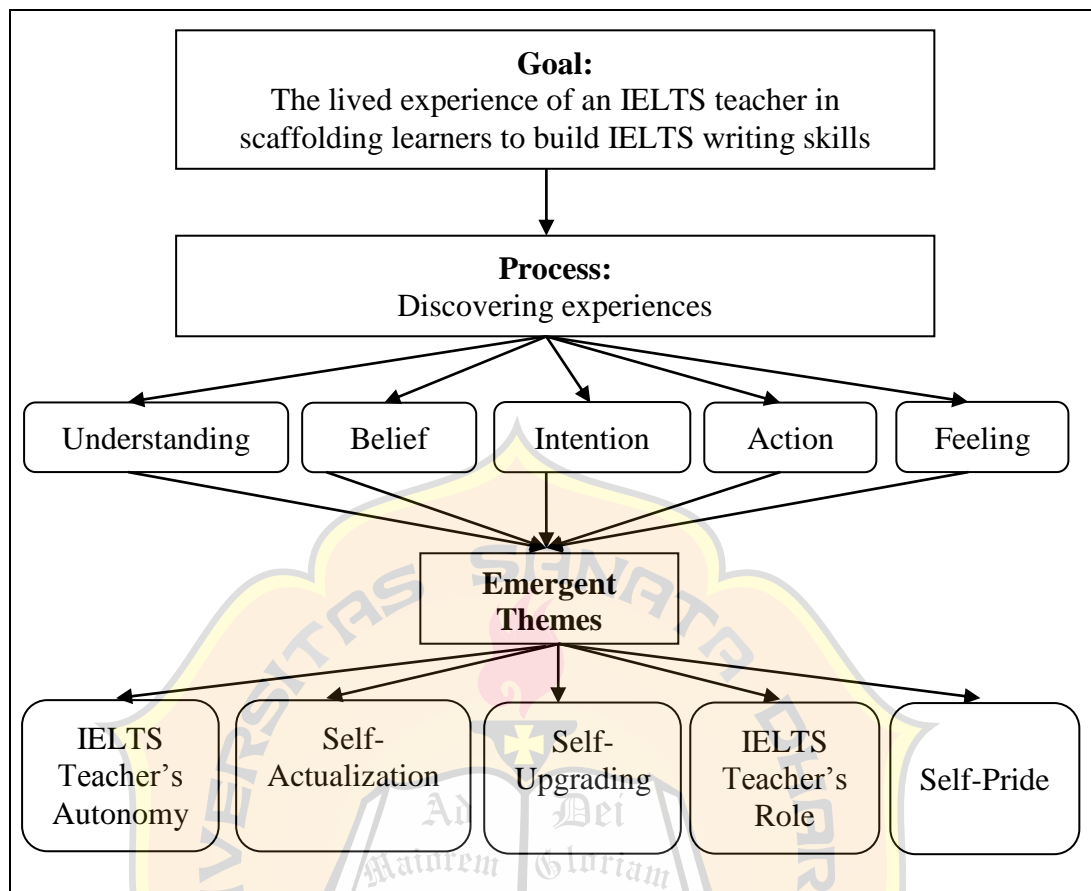


Figure 2.8. Framework of Pre-Understanding

CHAPTER III

METHODOLOGY

This chapter aims to discuss the methodology used in this research to answer the research question: *What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?* There are six parts to be discussed in this chapter. The first is research method which discusses the detailed methodology used in this research in order to answer the research question. The second is nature and source of data that include the elaboration of the setting and the participant of this research. The third is instruments part which explains about what kind of instruments used in this research. The fourth is data collection which discusses what kind of data collection techniques used in this research. The fifth is data analysis which includes the ways or steps of how to analyze and interpret the data. The last is trustworthiness. It explains about the trustworthiness of the instruments, findings, and data analysis of this research.

A. RESEARCH METHOD

Revealing the meaning of teacher's lived experience in scaffolding learners to build IELTS writing skills, this research adopted one of the research methods, namely qualitative research. To be more specific, it focused on the hermeneutic phenomenology research. This kind of research was used to answer the research question of this research which was: *What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?* According to

Manen (1990), this kind of research was suitable for gaining deeper meaning of someone's lived experience in a certain topic or matter.

This research was intended to reveal the teacher's lived experience in scaffolding learners to build IELTS writing skills by using hermeneutic phenomenological research. Manen (1990) stated "phenomenology described how someone oriented into lived experience, hermeneutic described how someone interpreted the text of life, and semiotic developed a practical writing or linguistic approach to the method of phenomenology and hermeneutic" (p. 4). Therefore, the notion of hermeneutic phenomenological research was not only describing but also interpreting. It was aimed to gain and understand the meaning and the truth of someone's lived experience. Therefore, as the researcher, I tried to analyze, describe, and interpret the participant's lived experience.

B. NATURE AND SOURCE OF DATA

Manen (1990) mentioned that hermeneutic phenomenology research was identical to human science research where it was gained through human experiences and narrated into texts as the nature of data. As this research adopted hermeneutic phenomenological research, the data was obtained from the research participant's lived experience through in-depth interviews. It was related to what the research participant told about his experience in doing scaffolding towards learners especially to build their IELTS writing skills. Therefore, the nature of data was in the form of texts which were mainly narrated and composed from the research participant's stories or experiences (see appendix 3 and appendix 4).

This research was conducted in one of English learning institutions located in Yogyakarta, namely Discovery English Jogja. It is located in P. Puger 3 no. 30A Pugeran, Maguwoharjo, Depok, Sleman, Yogyakarta. It offered three main programs for enhancing the learners' English proficiency. There were English for General Purposes (EGP) program, English for Specific Purposes (ESP) program, and English for Academic Purposes (EAP) program. English for General Purposes (EGP) program promoted the learners who wanted to be more fluent and confident in terms of using English for daily life. English for Specific Purposes (ESP) program included many kinds of course in which the learners wanted to master certain knowledge based on its purposes. The last was English for Academic Purposes (EAP) program which offered the learners who wanted to achieve certain tests in order to, for example, continue their study abroad by taking an English proficiency test such as Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

The data of this research were obtained from a teacher who had been experiencing in a certain phenomenon highlighted in this research which was about scaffolding learners in building IELTS writing skills. Therefore, in choosing the research participant, purposive sampling technique was applied. In purposive sampling technique, I used personal judgement in which I believed that the research participant was able and willing to give and share any information related to the concern of this research. Moreover, the consideration of choosing the research participant was that he had been teaching English especially IELTS and experiencing the phenomenon for almost ten years.

The research participant was a teacher from Discovery English Jogja. Regarding to the confidentiality purposes, the research participant used his pseudo name. His name was Andrew. He was 33 years old. He had been certified for teaching IELTS as the last overall band score for his official IELTS test was 8.0. He had been teaching IELTS for almost ten years. He had previously done teaching English in several well-known English learning institutions in Yogyakarta such as English First (EF), SWIFT, and IONs Education. He was currently teaching IELTS in Discovery English Jogja. He also became the most wanted teacher for teaching IELTS in Discovery English Jogja as he received a lot of good feedback from his students related to the way he taught the students and brought enjoyable learning activities in classroom situation. He met the criteria to be the research participant in this research. He was willing to voluntary himself in this research, share his lived experience, and get involved in the in-depth interviews. He was chosen because he had been experiencing in teaching IELTS for almost years and his English proficiency had been certified from the official IELTS test.

C. INSTRUMENTS

Before conducting the data collection, I needed to prepare a consent form to be signed by the research participant as the agreement that he was willing to voluntary himself in this research and share his experience (see appendix 1). In addition, I needed to create a certain instrument for collecting the data. As it was hermeneutic phenomenological research, therefore, this research was using in-

depth interview. The purpose of using in-depth interview in the field of hermeneutic phenomenological research, especially lived experience, was to explore and gather as much as information needed for this research. Besides, it also led to get deeper meaning and understanding of the participant's lived experience.

In the in-depth interview process, I used the interview guidelines which were in the form of open-ended questions (see appendix 2). The questions covered the topic of this research along with the follow-up questions which could appear during the interview process. The consideration of choosing open-ended questions was that it enabled the participant to give and share his best answer based on his experience without any intervention from the surrounding including myself as the researcher and interviewer. As it was lived experience research, I was seeking the participant's ideas, action, intention, belief, feeling, and understanding so that it was much easier for the participant to answer the questions freely in order to get the essential meaning of the participant's lived experience.

D. DATA COLLECTION

In this research, the data collected through in-depth interviews, re-interviews, classroom observations, audio recordings, and note takings. The in-depth interviews were done in order to get as much as information related to the participant's lived experience about the phenomenon that he had been experiencing for years. In the in-depth interviews, the participant shared and

expressed his ideas, action, belief, feeling, and understanding in doing scaffolding towards learners in building IELTS writing skills.

To enrich the data from the in-depth interviews, I also conducted classroom observations. The purpose of doing classroom observations was to observe the real situation happened in the teaching and learning process. The observations were done several times as it was a way in which I wanted to make sure that the participant was doing scaffolding process towards the learners in building their IELTS writing skills. Besides, it was also used to point out whether or not the participant's story was in line with classroom situation that he previously mentioned during the interview. In addition, audio recordings and note takings were used in the data collection. They both were complementary tools in order to support and capture the detailed information given by the participant.

E. DATA ANALYSIS

Data analysis in a qualitative research was mostly in a form of texts. This research was about description and interpretation of someone's lived experience. In this case, it was the teacher's lived experience in doing scaffolding towards learners to build their IELTS writing skills. Hence, this research adopted Creswell's interpretation steps for the data analysis process. According to Creswell & Creswell (2018), data analysis portrayed the description and the themes including the interrelation of themes. Manen (1990) also added that reflecting through someone's lived experience could create structural and thematic themes of the experience. Therefore, based on the interview process, emergent

themes were revealed through the research participant's experience. Proposed by Creswell & Creswell (2018), there were six steps for analyzing and interpreting qualitative data. Below was the figure of data analysis process adopted from Creswell & Creswell (2018).

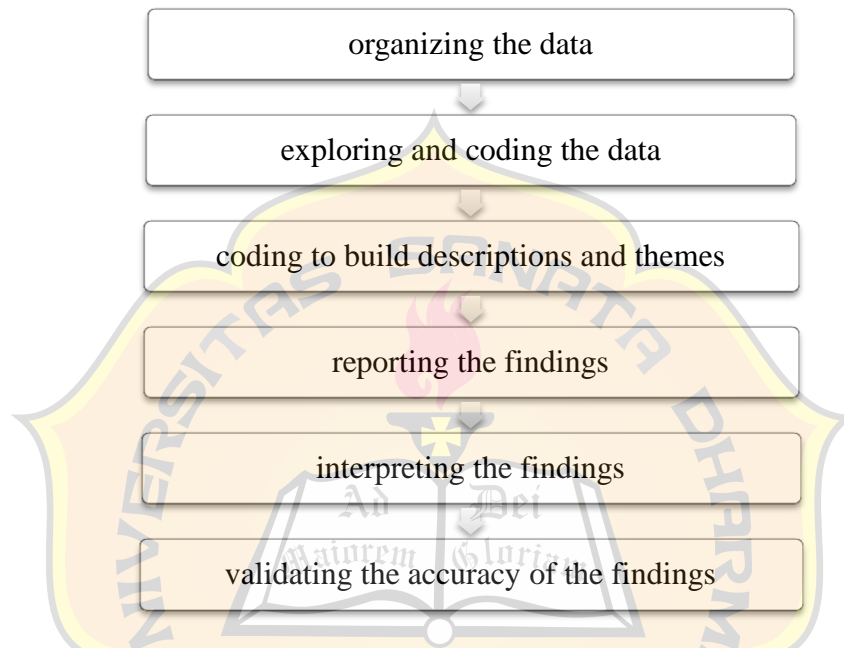


Figure 3.1. Data Analysis Process (cited in Creswell & Creswell, 2018)

The first step was that I organized the data. The data was collected through two times of in-depth interview, several re-interviews, and classroom observations. Then, the data were transcribed and organized into transcriptions. The transcriptions were written both in English and in Indonesian as the interviews were done using those two languages (see appendix 3 and appendix 4).

The second step was that I explored and coded the data. After the data had been transcribed, I read and started the coding based on the types of the interview in order to have general sense of the data for the preliminary data analysis. In this research, the codes were mostly created by using the initial letter(s) of the word.

Code R was used to represent the researcher's utterances. In addition, code P was used to represent the research participant's utterances. One of the examples of the coding was AP3-P5-INTV1. AP3 referred to the appendix 3, P5 referred to the participant's utterances in row five of the transcription table, and INTV1 referred to the transcription of the first in-depth interview (see appendix 3 and appendix 4).

The third step was that I used the coding to build the descriptions and develop the themes. The descriptions and the interpretation of the participant's stories were made based on the codes. Moreover, the codes were also used to develop themes which were aimed to deliver the essential meaning of the lived experience. The examples of the codes were AC (Action), BF (Belief), FL (Feeling), IT (Intention), US (Understanding). Those codes along with the utterances were also sorted from the original interview transcription so it enabled the readers to check the detailed and highlighted data (see appendix 5).

The fourth step was that I reported the qualitative findings. As it was qualitative research, of course, the findings were mainly in the form of narratives or descriptions. Therefore, in this step, I made the descriptions of the findings. I also provided anecdotes by giving highlights toward the utterances from the research participant. Providing anecdotes was aimed to support the descriptions in the given ideas or themes.

The fifth step was that I interpreted the findings. After the findings had been described, I made the interpretations by analyzing and interpreting the findings based on the generated themes. In this step, in writing and developing the

interpretations of the findings, I also provide direct quotations from the participant's utterances to support the interpretations.

The last step was that I validated the accuracy of the findings along with the descriptions and interpretations through member checking. The process of validating the findings was started since I began to write the transcription of the data after conducting the data collection process, generating the themes, and presenting the findings. Here, the research participant was asked to check all information which had been written and stated in the transcription, the description, and the interpretation.

F. TRUSTWORTHINESS

Trustworthiness had to be done in any research both quantitative and qualitative research. As it was a qualitative research, trustworthiness became much more important in order to make sure that the findings and the interpretation of the research were valid. Therefore, trustworthiness in this research was done by doing member checking for validating the findings of the research. The purpose of doing member checking was to check whether or not I had interpreted the data in appropriate ways based on the data collection and data analysis process. It was done by asking the research participant about the accuracy between the data and the interpretation (Creswell & Creswell, 2018). In addition, it allowed the research participant to give comments or confirmation about his statements whether or not he was intended to say those statements.

The process of member checking in this research was started since I made the transcription of the findings. The transcription of the findings was made after

having the first and the second in-depth interviews. This process was done several times because I asked my research participant to check every word, phrase, or sentence that I wrote in the transcriptions as they consisted of multiple pages and were quite long. Moreover, it was also completed by having three times of class observations and several re-interviews in order to do double checkings and get more accurate and detailed data.

Furthermore, after transcribing and being checked by the research participant, he was also asked to check and review any detailed information stated in the description and interpretation parts. Besides, it enabled the research participant to verify and clarify the content of my interpretation. This process was considered as a crucial process because the same understanding of lived experience between the researcher, the research participant, and the readers should be existed, valid, and reliable. Therefore, the essence of the lived experience could be delivered and interpreted appropriately.

CHAPTER IV

DESCRIPTION AND INTERPRETATION

This chapter presents the findings of data collection. There are two main sections discussed in this chapter. The first section is the description of research participant's lived experience. The second section is the interpretation of the lived experienced based on the description of research participant's story.

A. DESCRIPTION OF TEACHER'S LIVED EXPERIENCE

This section elaborates the description of lived experience from the research participant starting from his previous English language learning and teaching experience until his thoughts and ways of what scaffolding is and how to perform it towards learners in building IELTS writing skills. In this research, there is only a research participant involved. The name is pseudonym in order to keep the confidentiality purpose of research participant's identity.

1. Description of Teacher's Previous English Language Learning and Teaching Experience

The participant in this research was Andrew. He was born in Purwokerto, 33 years ago. He is currently staying in Yogyakarta along with his family since he was in junior high school until his college life. Thus, it could be said that most of his school time was in Yogyakarta. Now, he is currently in the final year of his study pursuing his master's degree in Business Administration in Islamic Indonesia University of Yogyakarta. When he was asked to be the participant of this research, he was so excited. He said that it was always a

pleasure for him to share knowledge or experience to others, especially the purpose was for a research and the development of certain field (AP3-P2-INTV1-FL).

He started sharing his experience about the first time he learned English. He said that English was taught for the very first time when he was in the third grade of elementary school. It was still the very basic and simple words in English such as book, table, chair, and many more (AP3-P5-INTV1-PELLE). At first, he found it difficult to learn English because some words were difficult to pronounce. However, starting in the first grade of junior high school, he was eager to know and learn more about English because he was motivated by seeing a lot of foreigners in Yogyakarta (AP3-P5-INTV1-MO). He found that it would be so exciting to have conversation with foreigners. Since then, he was trying to be active in English subject class. Moreover, when he was in senior high school, he also started to join several English language learning organization such as English debate and English story teller team. He also said that he used to practice a method for him in order to be more familiar with the pronunciation, accent, and fluency. He played any videos in English while he was doing something else. He believed that it could contribute to the development of subconscious mind. According to him, it was successfully improved his ability in using English (AP3-P5-INTV1-BF).

After graduating from senior high school, he continued his study in Gadjah Mada University majoring English Literature. The reason why he chose to study there because he was eager to study in Gadjah Mada University as he

also wanted to study more about English language (AP3-P7-INTV1-PELLE). He explained that during the first year of his study, he never imagined that English would be so difficult. He thought it was because he did not have any basic knowledge in English Literature. There were also many challenges he had to face such as reading lots of books containing theories, understanding concepts, memorizing name of leading persons in every theory, and many more (AP3-P7-INTV1-CL). Despite of the challenges during his study, he said that there were also the good side. He could practice using English all the time both inside and outside campus. Thus, he could get used to talk in English fluently.

As he studied English Literature and used to practice English for most of the time, I asked him about his experience related to teaching English. He told me that he had the intention of teaching English starting the second year of his study (AP3-P8-INTV1-IT). He started his career as a private English teacher. He said that even though he was majoring English Literature, it did not stop him to share any knowledge he had to others. He recalled back his memories when he learned English in junior and senior high school so that he could start to teach young learners. I asked him more about how he composed the materials for teaching as he did not come from English language education background. He said that he searched for the materials through books and internet, then composed them all into one compact note or handout (AP3-P8-INTV1-PELTE).

Furthermore, I asked him about what he felt after teaching English to several junior and senior high school students privately. He said that he was so satisfied and happy as he could share his knowledge to others (AP3-P9-INTV1-

FL). According to him, his students also enjoyed during the teaching and learning process. It was because he positioned himself as a learning partner so he tried to build the learning atmosphere as enjoyable and flexible as possible.

“(...) I felt happy and satisfied with myself because I could transfer my knowledge to others. It also turned out that their reaction was so unbelievable. They were so excited and did not get bored easily because I set myself as their learning partner. Therefore, I also tried to make the learning environment as enjoyable as possible.” (AP3-P9-INTV1-PELTE-FL)

I also asked him about his teaching experience in English course or institution. He told me that in the final year of his undergraduate study, he decided to apply in some English courses. After several trials, he finally got accepted as a part-time English teacher in SWIFT English School. In SWIFT, he was assigned to teach general English. He said that it was more likely daily conversation in English but it consisted of two levels; basic and advanced (AP3-P10-INTV1-PELTE). Then, after teaching multiple general English courses, he was introduced to exam preparation program which was TOEFL preparation course. One of his colleagues persuaded him to teach TOEFL preparation course. Because Andrew was a very curious person, he challenged himself to do something new which was teaching TOEFL (AP3-P10-INTV1-CL).

After teaching TOEFL preparation course, I asked him about what the differences between teaching general English and TOEFL were. He told me that the most significant differences were the materials and the way to teach them. According to him, general English was more flexible and enjoyable because the whole classroom could just talk what they wanted based on the given topic.

Although as a teacher, he needed to do more efforts in order to ask and force his students to speak a lot while they were not still fluent enough. Meanwhile, in teaching TOEFL, it was less enjoyable because the purpose itself is to take the official test at the end. Even though the materials were well-organized compared to general English's and the efforts were a bit low, he still needed to manage everything well so that the learner's goal for achieving good score in TOEFL test could be accomplished (AP3-P11-INTV1-PELTE).

I asked him about his feelings of teaching private students or classes in English course as well as his plans after graduating from the undergraduate study. He told me that he enjoyed after all. Then, he decided to find a program where as a non-English native speaker could be certified to teach English as a foreign or second language. What motivated him to get a certain certified program was that he really wanted to take English language teaching as his expertise as well as to get better career path (AP3-P12-INTV1-MO). After gathering some information, he finally found TESOL program offered by Flinders University in Adelaide, Australia. According to Andrew, TESOL stood for Teaching English as a Second Language. It offered a program which was intended for those who wanted to teach English as a second language in the non-English speaking countries. It was a certified program in which the candidate was free to choose the duration of the program (AP3-P12-INTV1-PELLE).

He, then, got also information about scholarship which covered TESOL program namely Australian Award Scholarship. He decided to apply for the scholarship by finding and completing the requirements needed. He almost

completed all requirements except official IELTS test. At first, he was unfamiliar with it, until he looked for any information about what IELTS was. He realized that it required to have a certain preparation course before taking the official test. Finally, he decided to register an IELTS preparation course in IONs Education. He was also quite surprised and wondering why the demand was high as there were many people enrolled this course (AP3-P13-INTV1-PILE).

Andrew told me about his experience of knowing and learning IELTS for the first time when he was taking the IELTS preparation course. He said that it was different with any other exam preparation programs such as TOEFL and TOEIC. He stated that it was more challenging and well-organized in terms of assessed skills and the general knowledge.

“(...) I would say that IELTS is a way more challenging. It requires us to be able to familiar or be updated with current issues. It connects us to the general knowledge so that the assessed skills are well-improved.” (AP3-P14-INTV1-PILE)

Furthermore, he added that IELTS had four skills to be assessed. Those were categorized into two parts. The first was receptive skills which consisted of listening and reading skills. The second was productive skills which were speaking and writing skills. He mentioned that, in receptive skills, the level of challenge was a bit low because learners had all information needed to answer questions based on the recordings or passages. Meanwhile, in the productive skills, learners had more challenges in order to produce something. I asked him which one was the most challenging skills to learn. He said that productive skills especially writing was the most challenging.

“(...) Speaking skills required us to think fast and be ready as well as spontaneously in answering the questions. However, **I think the most challenging was writing skills as it was a way more complicated compared to others.** It needs like warming up session for seeking the ideas and how to develop the ideas, correlating between one sentence into another or one paragraph into another, and so on.” (AP3-P15-INTV1-PILE-CL-WS)

Knowing that IELTS was a new experience for him, I asked Andrew about how his experience of taking IELTS preparation course influenced his way of thinking which finally attracted and led him to teach IELTS. He told me that he had ever said something to himself unconsciously in which he wanted to teach and master IELTS someday (AP3-P16-INTV1-MO). Therefore, after finishing his IELTS preparation course in IONs, he took his first official IELTS test and surprisingly he got 7.5 for the overall band score. He said that it was high overall band score and met the requirement for his scholarship. Then, he was successfully applying for the scholarship and pursuing his TESOL program.

He departed to Flinders University in Adelaide, Australia in October 2010. He took a year of full-time study in TESOL program. It finished in the late 2011 approximately in November, then, he got certified as a teacher in teaching English for a second language (AP3-P17-INTV1-PELLE). He went back to Indonesia in December 2011 and decided to get new job as soon as possible. He said that he did not want to waste his time to be able to share and practice his new knowledge to others. He noticed an open recruitment for teacher posted in IONs Education’s social media platform. It was the place where he spent his time learning IELTS for the first. Hence, he really wanted to be back there with a different role, not as a student but as a teacher.

He got accepted in IONs Education as a teacher in the late December 2011. He was given several training to all programs in IONs. Then, he started his debut in IONs by teaching English for general purposes starting in January 2012. During the time working in IONs, he was assigned to teach multiple classes in which the learners were grouped as those who wanted to enhance their speaking skills. Andrew explained that the program was more or less the same to what he did back then in SWIFT English School, namely conversation course. Here, learners were asked to actively participate in the class by showing their interest and willingness to interact more with others facilitated by the teacher (AP3-P18-INTV1-PELTE).

In June 2013, he intended to have more classes with different types of program or purpose (AP3-P18-INTV1-IT). Fortunately, one of his native colleagues in IONs Education offered him trainings about English for academic purposes. According to Andrew, the reason for giving the opportunity was that his colleague was interested in how he handled the class and his teaching style. Right after accepting the opportunity, he had several times for doing the training process in teaching English for academic purposes. The major program introduced to Andrew was IELTS preparation course. Then, I asked him about his first experience in teaching IELTS preparation course. He told me that after finishing his training program, he was assigned directly to teach IELTS course. He found it was so different and exciting.

“(...) It was so exciting. I mean the situation and the things we discussed in the class were completely different. At first, of course, I felt confused as I did not get used to teach IELTS even

though I was familiar with the materials. Maybe it was because I had not met my teaching style yet in teaching IELTS. **But it was fun actually.** I know that IELTS is more like a serious course but still I managed to make the class as well as learners to feel happy and relax all the time. So after teaching the class, I sometimes asked them how they felt. I turned out that they enjoyed the class and wanted to learn more. They said that the materials were difficult to understand especially if it was the first time to learn IELTS, but the teacher managed everything clearly.” (AP3-P19-INTV1-ITE)

Furthermore, I asked him about how IELTS teaching improved himself after dealing with some IELTS preparation courses in IONs. He told me that it felt so refreshing because he kept updated with current issues which was around him or even things around the world. It was kind of enriching himself through teaching IELTS. Although the organization of the materials for all skills were almost the same but the way he delivered the materials kept improving day by day (AP3-P20-INTV1-ITE).

He stayed in IONs quite long starting from late December 2011 until mid of 2017. In June 2017, he proposed his resignation in IONs as he had been teaching there for almost five years. He said that it was actually quite hard for him to leave this job as he felt that it was a place where he should be. However, there was strong intention from himself to take the action. The intention of proposing the resignation was that life would always be moving forward and he wanted to have something new related to his expertise which was teaching IELTS (AP3-P21-INTV1-IT).

After getting out from IONs, he came up with new plan. Accompanied by his wife, he made a plan for running his own business in English language

learning. He said that it always became his dream and intention that someday he could run his own business and provide a place to work for job seekers (AP3-P22-INTV1-IT). Therefore, he built an English language learning institution namely Discovery English Jogja.

“(...) When I was in Flinders taking TESOL program, I dreamt and intended to have my own business in the educational field in the form of a solid English course with a building or an office, so that people would register and stay there to learn English. Stay here means that during the course, they could enjoy all facilities provided in the office. Besides, I wanna provide a place for the job seekers who are capable in English language teaching. Then, after several months of planning many things, I built this place namely Discovery English Jogja.” (AP3-P22-INTV1-IT)

Andrew is the founder and chief executive officer of Discovery English Jogja. According to him, it was first launched in December 12, 2017. Three main programs are offered in this learning institution. The first is English for General Purposes (EGP) programs which cover the general English course for beginners and advanced learners to introduce and strengthen the ability of using English both spoken and written. The second program is English for Specific Purposes (ESP) programs which consist of multiple classes with certain lesson based on the learner's need. The last program is English for Academic Purposes (EAP) programs which emphasize on the learner's intention towards certain academic matter, for instance, taking a standardized test to apply scholarship. Overall, he said that the concern and intention of building this place were to make a room for learning and growing with its specialization in English language learning. Moreover, he would likely to share his knowledge and enrich

his personal experiences in English language teaching (AP3-P23-INTV1-IT).

Furthermore, related to his expertise in IELTS teaching, I asked how people's reaction was right after Discovery English was launched. He told me that he was surprised because in the first two months of Discovery's opening, many college students registered themselves for IELTS preparation course. According to Andrew, it was because he actively promoted his business through social media platform. In fact, there were many of his former students, back then when he was in IONs, who joined Discovery English to take IELTS preparation course. He said that it was because his former students were already familiar with his teaching style so they decided to join (AP3-P24-INTV1-ITE-F).

Andrew mentioned that the demand was significantly increasing for doing IELTS preparation course. He said that most of the learners required to take official IELTS test for taking exposure or student exchange programs. The challenge was also getting harder as the demand was increasing but it was only himself who was able to teach IELTS in Discovery English Jogja (AP3-P25-INTV1-CL). He added that it was quite difficult to find teachers who were capable and had the specialization of teaching IELTS at that time. He realized that teaching IELTS was a way more complicated compared to teaching the general English. The main reason was because learners had certain goal in achieving required overall band score for official IELTS test. Meanwhile, the price for taking the official IELTS test itself was a bit pricey. Therefore, he always seemed having the sense of burden if he could not meet the learner's expectation (AP3-P25-INTV1-FL).

As the demand was getting more and more in each year, Andrew decided to provide IELTS teaching training for some of the teachers in Discovery English. He selected those whom he thought were having the ability to teach IELTS. Just like what he had previously in IONs, he shared all of the things related to IELTS teaching to his colleagues starting from introducing the assessed skills, explaining the materials including how to divide them into several meetings, and promoting how to scaffold learners in every task so the learners could be engaged to the classroom activities as well as grasp the materials easily (AP3-P26-INTV1-ITE).

2. Description of Teacher's Experience in Scaffolding Learners' IELTS

Writing Skills

In correlation with IELTS writing skills, I asked Andrew more about it. He explained that IELTS writing skills was part of the productive skills. In productive skills, someone was required to produce something as the result of their action. He said that it was tricky to teach IELTS writing, especially introducing and building the skills of the learners for the first time. Moreover, the difficulties were doubled when the learners were not familiar with it, the materials were complex, and the short period of time that he had to deliver all the materials (AP4-P32-INTV2-WS). Therefore, before teaching IELTS writing, he needed to do a certain test for the learners namely diagnostic test (AP4-P32-INTV2-AC). The intention of doing the test was to know the initial ability of the learners such as how they found the ideas, how they developed the ideas into sentences and paragraphs, how they chose the right terms, and so on. Andrew

added that the most important thing was to know their writing style as IELTS writing was identical to academic style of writing (AP4-P32-INTV2-IT).

When he was asked of how to apply the diagnostic test before teaching IELTS writing, Andrew gave the learners two kinds of IELTS writing task where the learners did not know exactly that both tasks were typical writing task in IELTS test (AP4-P33-INTV2-AC). In the first task, the learners were given a chart and/or diagram which contained factual data or information and asked to describe it. In the second task, they were given a short information along with the questions and asked to write their opinion. By doing so, he was intended to make sure that his personal judgement about the learners' ability was accurate (AP4-P33-INTV2-IT).

After getting the result of the learners' diagnostic test, he faced another challenges. He told me that he always felt a bit confused of what to do next (AP4-P34-INTV2-FL). He definitely understood that each learner had his or her own capability. Related to the learner's capability, I asked him about what kind of learners they were (AP4-P34-INTV2-US). He mentioned that most IELTS preparation course takers or learners were in the advanced level. It was because they had very good command in English and they got used to familiarize themselves to use English in all possible circumstances. Besides, it also could be seen from the diagnostic writing test result in which the band score was around 6.0 up to 7.0. It meant that they had clear intention of taking IELTS preparation course. On the other hand, there were also beginner learners who enrolled themselves into IELTS preparation course. It was said as beginner learners when

the diagnostic writing test result was around band score 4.0 or 5.0. Furthermore, those beginner learners were still unable to use English properly as their basic English knowledge was not sufficient enough. At this point, Andrew knew that he should work harder to assist the beginner learners in achieving their goal. It was because most of the exposure or student exchange programs required around 6.0 up to 7.5 for the overall band score in official IELTS test.

Furthermore, I asked him how he overcame the situation. He said that he always had a structured or well-organized plan for teaching IELTS. He called it as guidelines or syllabus. According to him, any kind of teaching and learning process would be appropriate if a teacher had well-structured plans. Even though the materials could not be adjusted directly, a teacher should be able to adjust the teaching style so it could fit to the learners' ability. Besides, he also said that he needed to be able to understand the classroom situation in order to make sure that what he did was still on the right track.

“(...) I need to stick to the syllabus. I know that the materials cannot be changed but I am able to manage how I would like to deliver the materials. The way I deliver materials to learners with low ability is of course different to those who are already good. Each plan needs to be stretched so that each component of the materials can be understood well by the learners. I also have to see the classroom environment. Well, just to make sure that everything goes on the right track.” (AP4-P35-INTV2- AC)

In accordance with Andrew's explanation about the way he delivered the materials was different from one learner to another, I asked him about its correlation to scaffolding and what he understood about the concept of scaffolding in English language teaching and learning. He understood the

concept of scaffolding as well as zone of proximal development. He was first introduced the terms back then when he was doing his TESOL program as those terms were part of teaching and learning process.

“(...) Sure, I know this term. If I am not mistaken, there are two terms. One is scaffolding and the other one is zone of proximal development. I was introduced those terms when I did my TESOL program since it becomes part of teaching and learning process. I am a bit forget what exactly the appropriate description for those terms is. **Based on my understanding, scaffolding is more likely how a teacher assists the learners in a certain point so that they are able to perform or complete the task well. That zone where learners can do the task well is called the zone of proximal development.**” (AP4-P36,37,38-INTV2-PELLE-US)

I asked him how he applied scaffolding in the teaching and learning process. He said that first he needed to provide supportive learning environment for the whole class. Supportive learning environment was important to make the learners felt comfortable during the learning process. Second, he needed to positioning himself as a facilitator of knowledge instead of being dominant expert (AP4-P39-INTV2-ITE-AC). According to him, it could affect the learners' psychological matter if he became the facilitator in the classroom. The bonding between teacher and learners would be stronger and also a bit relaxed. What he believed when doing teaching and learning process was that both teacher and learners were sharing knowledge without any sense of uncomfortable feeling. Therefore, the teaching and learning process would be more meaningful.

“(...) What I believe when I am doing teaching and learning process is that learners are also my teachers so we are all sharing knowledge between one and another. For me, **it is my intention to make learners to be able to grasp new knowledge**

easily without any sense of uncomfortable feeling so the learning process can be more meaningful for all of us.” (AP4-P39-INTV2-BF-IT)

When it came up to teaching IELTS especially building learners IELTS writing skills, Andrew would explain the differences of IELTS writing compared to others such as kinds of task in IELTS writing section, general tips and tricks in IELTS writing, and the do's or don'ts in IELTS writing. He mentioned that to lead learners into scaffolding process, first he exposed learners by showing them to the sample answers of each IELTS writing task which would improve their ability, skills, background knowledge as well as their performance in IELTS writing (AP4-P40-INTV2-SC-AC). He personally believed that learners should be given and read a lot of sample answers because by doing this way, it could help them to write more effectively (AP4-P40-INTV2-SC-BF).

Furthermore, Andrew added that the intention of giving sample answers was that learners would be familiar with the mechanical aspects, for example punctuation marks and spelling. Then, learners could recognize the whole structure and organization of each writing task (AP4-P40-INTV2-SC-IT). In addition, Andrew said that for enhancing learners' knowledge of language including grammar and vocabulary, it could be done through corrective feedback, for example correcting learner's writings regularly, returning to them, and encouraging them to rewrite their writings by applying teacher's feedback (AP4-P40-INTV2-SC-AC).

After exposing learners with sample answers, he started to give tasks which were needed to be done by the learners. In this step, Andrew discussed

what sort of information stated in the given tasks and asked the learners to think and describe all information and the suggestion aloud. Furthermore, he also wrote down all suggestions given by the learners and asked learners to write them as well on their paper. According to Andrew, it was a way of how to scaffold the learners to be able to think fast and develop their ideas coherently. The level of challenge was low as well as the level of scaffolding or assistance (AP4-P40-INTV2-SC).

When he was asked about what to do next after working all together with the whole class, Andrew said that it was the time for them to work within a group. Learners could work with their partners in order to discuss and complete the task. He told me that during this session, he provided more scaffolds for learners as the level of challenge was a bit high compared to the previous one. When the level of challenge was high, the degree of teacher's support was also increasing. It would be significantly less challenging when learners completed the task so the teacher's support could also be degrading (AP4-P40-INTV2-SC). After having discussion with partners in group, each learner was asked to demonstrate what they had done individually. Andrew realized that he should be ready to give any feedback towards the learner's performance especially if their writings were not as good as what he had previously expected. If the result had not met the requirement yet, it meant that the cycle should be repeated and the level of challenge and the degree of assistance should be adjusted. He believed that by doing repetition process, the learners' achievement would be satisfying (AP4-P40-INTV2-SC-BF).

In addition, I asked Andrew about learning media that he probably used to help him performing the scaffolding process towards learners in building their IELTS writing skills. He told me that he used a lot of learning media or tools when he was teaching IELTS writing such as cue cards, mind maps, or handouts. For each media, he developed it into several things which covered hints, prompts, explanation or examples in order to help the learners write effectively. He added that he also used advance organizer. It was kind of media where was able to visualize diagrams, charts, or outlines. He argued that it helped the learners to grasp new topic easily. He believed that by using those media, the teaching and learning process was more enjoyable. Besides, he knew in which point he should provide scaffolding to learners and in which condition he should let the learners worked by themselves. Therefore, the scaffolding process would reach to the maximum level so the learners could perform better and get satisfying achievement (AP4-P41-INTV2-BF).

After explaining about how he performed scaffolding in the teaching and learning process, I asked Andrew about how he felt when he did scaffolding successfully or the other way around when it was not successfully accomplished. He told me that it always became his good self-achievement when he could successfully give support or assistance to the learners and it turned out that they got good achievement based on their learning performance. Meanwhile, he said that it could be such a burden for him if he felt that he did not do scaffolding appropriately to the learners (AP4-P42-INTV2-SC-FL). He added that it needed a lot of trials and errors to teach IELTS writing. It was quite

tricky because IELTS has its own characteristics, thus, it took long processes so the learners' skills could be trained and improved well.

I asked him more about how he handled such kind of situation if it was related to his personal feeling. He told me that he always tried to find ways or solutions as many as possible. Even though he had been experiencing this kind of situation for almost 10 years, but he said that it could not guarantee that he did not feel having such heavy burden inside of him (AP4-P43-INTV2-FL). Having discussion with other colleagues who were teaching IELTS was usually done by Andrew to deal with the difficult situation. Besides, he tried to lead and assist the learners in a very simplest way by relying on their capability as well so their sense of confidence did not go down. Moreover, as a teacher, he needed to take action by encouraging the learners to remember what they wanted to achieve related to their personal goals (AP4-P43-INTV2-AC).

In line with Andrew's explanation about learners' achievement, I asked him how scaffolding played important role through the learners' achievement to get a good band score in IELTS writing and improve their writing skills. He told me that scaffolding always took place in every teaching and learning process. Its big role, especially in building IELTS writing skills, was definitely important. It showed him of how to assist the learners step by step in doing and completing tasks based on the degree of challenge that the learners encountered. He also added that a lot of practices and repetition needed to be done as it was not instantly understood by the learners if they only had one learning cycle. For example, to be more familiar with mechanical aspects or structures of IELTS

writing, learners needed to be given a lot of sample answers and did multiple exercises so they would know their improvement in writing and produce better writing products (AP4-P46-INTV2-ITE-WS-SC).

When he was asked about his roles as an IELTS teacher in English language learning and teaching, he believed that he had his own place. The roles were as important as other English teachers because he also contributed towards learners' achievement in educational field. According to him, IELTS teaching and learning was also part of English language teaching and learning. He also added that IELTS was not taught as a compulsory subject in formal institutions because it had its own characteristics and required those who were specialized in it to master.

“(...) Yes of course. I mean not everyone can teach IELTS. Well, it is also because IELTS has different purpose in English language learning. **But I do believe that my role as an IELTS teacher is important because I have my own purpose to share my knowledge** in different way or stream even though all English teachers are under the same roof which is to teach English. Well, in fact, IELTS is not taught as compulsory subject in formal institutions, right? So why we are here. We are needed as well to build someone's future.” (AP4-P47-INTV2-BF-RL)

Furthermore, I asked him about his roles that finally created good and bad experiences after almost 10 years being involved in teaching IELTS and seeing the phenomenon for years. He argued that good or bad experiences were always existed. For him, good experiences were more likely when he had learners which were good in English command so he could easily help learners to achieve their goals. Meanwhile, he also said that it could be good experiences when he faced learners with average ability but their motivation to learn

something new was definitely strong. He preferred to have such kind of learners as they knew exactly what they wanted. He also felt that his roles were much more needed towards such kind of learners.

“(…) Good or bad experiences always come and go. Good experience is more likely when I have learners which have good ability and understanding. But it can be good as well when learners actually just have average ability but the motivation to learn something new is definitely strong. **I prefer to have such kind of learners because they know exactly what they want and how to get it even they have to struggle during the process.**” (AP4-P48-INTV2-RL-FL)

At last, I asked Andrew how these experiences that he had been doing and facing for years changed his personal life. He told me that those experiences had changed his life a lot. Many years ago, he did not expect that he would be an educator, especially teaching English and mastering IELTS. It was never his first dream and intention as he mentioned that he was from English Literature major. He was only intended to learn English language (AP4-P49-INTV2-IT). Then, at a certain point, he knew that he should do something else which was bigger and could give contributions to his own personal life and others. Something which could lead him to the better self-development for the future life. Hence, his motivation and curiosity led him into a place where he should be by becoming an educator or a teacher of English with the specialization of IELTS learning and teaching (AP4-P49-INTV2-MO).

To sum up all of the things that Andrew had explained, I would say that he was not a typical English teacher who always put himself to the same position with others. During his experiences in English language learning and teaching,

he had been done multiple trials and errors in order to keep himself upgraded. It took a lot of courage to step by step leading himself into where he wanted to be passionate in. Starting from teaching English for general purposes, he kept improving and upgrading himself by doing thousands of learning and teaching activities until he found a place where he supposed to be and was passionate in it which was teaching and mastering IELTS.

Teaching IELTS and mastering all of the things related to it were incredibly experiences during his lifetime as an English teacher. Supporting and assisting learners in order to build and enhance learners' ability in each IELTS skills, especially writing, were his real action as an IELTS teacher. Even though he encountered many problems or obstacles, but his motivation to bring the learners into their best performance was always strong. Moreover, his curiosity and kindness to share all of the things he had to others did help him to be a better conscientious individual. Eventually, all experiences he had been through were bringing positive impacts for his future life.

B. INTERPRETATION OF TEACHER'S LIVED EXPERIENCE

This part particularly provides the interpretation of the description of teacher's lived experience in scaffolding learners to build their IELTS writing skills discussed in the previous part. This mainly builds up the process in finding meanings revealed in this research. The meanings are emerged into emergent themes which are interpreted based on the empirical truth supported by logical truth of research participant's experience in scaffolding learners to build their

IELTS writing skills. In this research, there are five emergent themes. They are IELTS teacher's autonomy, self-actualization, self-upgrading, IELTS teacher's role, and self-pride. Those themes are mainly formed based on the teacher's understanding, belief, intention, action, and feeling from his experiences.

1. IELTS Teacher's Autonomy

This theme refers to the research participant's autonomy of scaffolding learners in building their IELTS writing skills which is directed to the research participant's future teaching career through enhancing and upgrading his skills by teaching IELTS especially writing skills. Autonomy can be understood as teacher's understanding, belief, and feeling in performing scaffolding towards learners in building their IELTS writing skills. A teacher with certain specialization such as IELTS teacher needs to be able to help learners to achieve certain goals or purposes in a short period of time. It is because the process of IELTS teaching and learning is different from teaching and learning English for general purposes. It requires a lot of efforts and strong desire regarding to its complexity of the materials and the way of how to deliver them.

When the research participant is given a question about his understanding of scaffolding concept in building learners' IELTS writing skills, Andrew states that it is actually one of the parts of the teaching and learning process in which the teacher gives kinds of degree of support or assistance towards learners starting from the beginning up to the ending of a teaching and learning cycle (AP4-P37-INTV2-SC-US). It is in line with his statement:

“(...) Based on my understanding, **scaffolding is more likely how**

a teacher assists the learners in a certain period so that they are able to perform or complete the task well.” (AP4-P37-INTV2-SC-US)

In addition, based on his understanding, in order to perform scaffolding, he needs to be aware of each learner’s ability. It is because, at the end, the degree of support given to the learners is based on the level of challenge in the tasks assigned by the teacher (AP4-P45-INTV2-SC-CL). He argues:

“(…) Yes, it’s true. Well, **what I know is that in scaffolding, we have degree of support and challenge.** If there is high challenge for learners, there must be high support from teacher. If there is low challenge for learners, there must be low support from teacher. Well, it depends to situation as well. **As a teacher, I personally should be aware with my classroom situation** as what others do, right? The most important thing is that I should be ready with any kind of situation and should have back up plans.” (AP4-P45-INTV2-SC-CL)

Related to build the learners’ IELTS writing skills, he adds that it is a must for him to understand the initial ability of the learners such as knowing the learners’ writing style (AP4-P32-INTV2-WS). As the consequences, by relying to each learner’s ability, he knows exactly what he has to do and make sure that the scaffolding process runs smoothly in the teaching and learning process. From his explanation, I definitely believe that Andrew has a very clear understanding of what scaffolding is and he knows exactly how to perform it in a good way to develop the learners’ IELTS writing skills.

Furthermore, when he is asked about his belief in performing scaffolding towards learners to build their IELTS writing skills, Andrew states that belief is mostly related to a certain principal in which he has believed in and used to

guide him in doing every step of scaffolding during the teaching and learning process in the classroom (AP4-P39-INTV2-BF). It is in line with his statements on what he knows and believes about scaffolding during the teaching and learning process in the classroom:

“(...) What I believe when I am doing teaching and learning process is that learners are also my teachers so we are all sharing knowledge between one and another. For me, it is my intention to make learners to be able to grasp new knowledge easily without any sense of uncomfortable feeling.” (AP4-P39-INTV2-BF)

Based on his statements, he argues that when he is doing the teaching and learning process, he perceives the learners as his teachers as well so both teacher and learners are all sharing knowledge. He adds when he scaffolds a learner during the learning process of IELTS writing skills, he or she also does scaffolding to their partners. By doing so, he believes that it is easier as well as effective and efficient for learners to learn something new because the assistance is coming not only from the teacher but also from the other learners. From Andrew's statements, I can firmly imply that he is a teacher as well as future brainpower as his belief in performing scaffolding for learners shows significant accomplishment towards learner's goals.

In correlation to teacher's autonomy, Andrew previously has shared about his feeling in doing scaffolding towards learners to build their IELTS writing skills. Dealing with learners with good command in English is always bringing sense of relief because the degree of support or assistance from the teacher is quite low as he assumes that any kind of tasks with various level of

challenge can be completed well by the learners. However, Andrew explains that it is different if the learners have average ability and the level of challenge is quite high. It is sometimes getting worse if he knows the result does not meet his expectation. Even though he has been experiencing this situation for years, it still feels like a burden for him (AP4-P42-INTV2-FL). It is proven from his statements when he says:

“(...) It is kind of my personal pleasure when I scaffold or assist learners and they respond it very well and get good achievement. Meanwhile, it is such a burden if I have learners with low capability. In fact, we only have short period of time to teach them.” (AP4-P42-INTV2-FL)

For that kind of situation, Andrew always tries his best to find any possible solution to overcome his problem. Therefore, he is looking for some problem solving by having multiple discussions with other fellow IELTS teachers. It is meant to figure out the things that he needs to do in order to help learners in achieving their learning goals. His action of seeking help is related to his responsibility as a teacher as well (AP4-P43-INTV2-AC).

“(...) Well, for special cases, like dealing with learners with low capability, I seek help from other teachers who teach IELTS as well. Just trying to discuss and find the very easiest and simplest ways to handle those things. Whether you like it or not, we have to help them to achieve their goals, right? It is our responsibility as their teacher.” (AP4-P43-INTV2-AC)

In brief, it can be seen that the research participant places his self-autonomy by being able to recognize his understanding, belief, and feeling through scaffolding learners in building their IELTS writing skills. The ability to define and face any challenges when performing scaffolding towards learners

can surely contribute to the research participant's personal development and the future career, especially in the IELTS teaching and learning process.

2. Self-Actualization

Scaffolding learners in building their IELTS writing skills needs a lot of efforts. Ideas, creativity, and time are all applied in order to perform the scaffolding process. In despite of all challenges or obstacles during the process, I can point out that the research participant has got chances to take benefits towards his self-actualization. Through the process, he is able to improve his personal understanding, belief, and feeling. The processes that he has been experiencing for years are such good pathways to lead him to the most promising capability incorporated within himself.

In this case, the process of performing scaffolding learners in IELTS writing skills has brought self-actualization for Andrew. He is a type of person who loves to find and do something new. The sense of excitement and being able to do what he wants to accomplish, indeed, increases his personal self-fulfillment. He actually admits how excited he is from doing the scaffolding process to the learners. He says:

“It is kind of my personal pleasure when I scaffold or assist learners and they respond it very well and get good achievement. It feels like I am contributing a lot to their future. But I am serious. I think it is every teacher's dream when they successfully bring the learners to achieve something new with good result.” (AP4-P42-INTV1-FL)

Moreover, even though he is not majoring English education and having less knowledge about educational principle and concept, he is always intended to

develop more of the way he scaffolds the learners.

“(...) Many years ago, I never imagined myself becoming an educator, especially teaching English and mastering IELTS. I have told you, right? **I was even from English Literature major, having no background about English Education. But then, life never betrays us. My curiosity and eagerness to do more and more lead myself up to this point. From this point, I would like to do more and more.**” (AP4-P49-INTV2-IT)

To sum up, the research participant in this research is surely working so hard to perform scaffolding towards learners in building their IELTS writing skills. This experience has driven the research participant to bring out his best potential and performance. It is in line with Maslow (2015) who states that self-actualization will be significantly increasing when an individual forces their potential and makes the best he or she can do (cited in Kurniawati, 2016).

3. Self-Upgrading

Promoting scaffolding towards learners in building their IELTS writing skills really has given the research participant to have self-upgrading within himself. It is not only obtaining pedagogical knowledge about scaffolding but also experiencing the scaffolding itself on his own. Furthermore, self-upgrading that he gains through the scaffolding process towards learners in building their IELTS writing skills is in the sense of improving the research participant's personal intention and action by becoming innovative and creative person.

The biggest challenge experienced by the research participant is that when Andrew has to face learners with average or even low ability in English. He sometimes feels confusion of what to do in building their IELTS writing

skills. Therefore, he says:

“(...) After knowing the initial ability of the learners, and then what? What should I do to improve this learner’s writing skills? Is the materials appropriate enough to be given? Such kind of questions always pop up in my mind if it comes up with teaching writing. Always brings confusion to me.” (AP4-P34-INTV2-FL)

In fact, learners do not have much time to master all of the things. Hence, the scaffolding process should be done in the right way. To cope with such situation, Andrew always intentionally has multiple discussions with other fellow IELTS teachers. He also asks for help and suggestion to those who are able to face that situation. His constant efforts in such issues has led him to self-upgrading which affects his intention in taking action (AP4-P43-INTV2-AC).

Furthermore, Andrew argues that dealing with the average or low ability learners, he needs to make sure that scaffolding should be done through its very simplest way. He is intended to create and use any form of interesting teaching and learning media so it can help learners in receiving new knowledge. His innovative and creative thoughts or ideas show his self-upgrading as he is able to manage the challenges he encounters. It can be adopted and practiced in English language teaching especially IELTS teaching, for example creating additional media for teaching IELTS writing skills. It can help both teacher and learners to be engaged to the teaching and learning materials. It is in line with his statements when he says:

“(...) I use like cue cards, mind maps, or handouts. For each media, I usually develop it into several things which cover hints, prompts, explanations, or examples. But so far, I always

use like advance organizers. It is kind of media or tool used to introduce new topic along with its tasks. I found it when I was teaching in IONs. **It is very useful to help learners grasp the new topic.** It visualizes diagrams, flow charts, or outlines, and each of them has their own function. It is very useful as it is a way more organized.” (AP4-P41-INTV2-AC)

To conclude this part, the research participant definitely shows his self-upgrading through his innovative and creative thinking. It leads him to have better intention and action to face challenges or obstacles and take risks for the consequences he encounters. As stated by Jens (2019), the act of showing intention and action to take risks is a part of defending and evolving an individual’s valued identity.

4. IELTS Teacher’s Role

This theme points out to the research participant’s role as an IELTS teacher who promotes scaffolding towards learners in building their IELTS writing skills. The role itself leads to the research participant’s action and intention in teaching IELTS especially writing skills. It reveals how his action and intention are accomplished even the research participant faces various types of learner in multiple IELTS teaching and learning process.

When the research participant is questioned about what action that he has done in scaffolding learners to build their IELTS writing skills, Andrew argues that every action he takes is always meant to assist learners through challenges they encounter. When it comes up to IELTS writing, action should be supported with well-organized plans. IELTS has its own characteristic including the curriculum and materials which need to be followed and given to the learners.

However, it also depends to the learners' ability. The materials cannot be easily changed but the way he delivers the materials can be adjusted (AP4-P35-INTV2-AC). It is line with his statements:

“(...) First thing first, of course, I need to stick to the guidelines. I know the materials cannot be changed just like what I want, but I can manage to adjust the way I deliver the materials. The way I deliver materials to learners with low ability is of course different to those who are already good. Each plan needs to be stretched so that each component of the materials can be understood well by the learners.” (AP4-P35-INTV2-AC)

Furthermore, Andrew adds that a lot of teaching media are also used to support the scaffolding process. He maintains to use various creative teaching media since the very first time he teaches English as both teacher and learners can take the advantages. Based on the action he has been done, I believe that he is able to support and enhance learner's capability through creative and collaborative action as well as problem solving in building their IELTS writing skills by performing scaffolding. It is proven from his statements:

“(...) Overall, mostly I use like cue cards, mind maps, or handouts. For each media, I usually develop it into several things which cover hints, prompts, explanations, or examples. So far, I always use like advance organizers. It is kind of media or tool used to introduce new topic along with its tasks. I found it when I was teaching in IONs. It is very useful to help learners grasp the new topic. It visualizes diagrams, flow charts, or outlines, and each of them has their own function. It helps me to be more well-organized and knows in which parts I have to provide scaffolding to the learners.” (AP4-P41-INTV2-AC)

In addition, when he is asked about the intention of doing scaffolding towards learners in building their IELTS writing skills, Andrew states that scaffolding is always becoming a part of every aspect of life including in English

language learning and teaching especially in IELTS writing. Its concept is needed to lead better understanding for learners in grasping new knowledge. Related to IELTS writing, building learners' writing skills is not easy. It has to be done step by step as well as having more practices. The intention of doing scaffolding is to help learners enhancing their writing performance, to see which parts need to be scaffolded more, and to show the improvement of each writing task done by the learners. Therefore, I surely define that Andrew's action and intention are good after all. Since the very beginning of his career as an IELTS teacher, he is always intended to bring out the best performance of the learners by doing scaffolding especially in IELTS writing. It is in line when he says:

“(...) Well, in every aspect of life, scaffolding is always has its own place. In English language teaching, especially IELTS writing, it plays a big role. Building learner's writing skills is not easy. It has to step by step. It needs more practices. It needs trials and errors. It is not instant, you know. Scaffolding is there to help both sides; teacher and learners. Of course, it affects to the learner's achievement. It does not have to directly get higher score, but at least, the learners know how to do it well step by step closer to their goals.” (AP4-P46-INTV2-SC-WS-IT)

From the interpretation of pre-figured themes above, it can be seen that with all challenges, obstacles, or difficulties that the research participant has encountered during his experience in scaffolding learners to build their IELTS writing skills, he is able to manage and adapt with the more complicated and complex process of the scaffolding. It is necessary to have a lot of efforts to make all things possible done by teacher as well as learners. Moreover, it also shows that IELTS teacher's autonomy and his role create an essential part to

take control of the teaching and learning process for the successfulness of IELTS teaching and learning.

5. Self-Pride

As previously discussed, the research participant encounters problems or challenges in doing scaffolding towards learners to build their IELTS writing skills in which those challenges sometimes feel like burden for him. However, through his fully dedication of handling the problems through finding and implementing various ways, he is finally being able to cope and accomplish all of the things well. Therefore, it promotes to the research participant's self-pride which correlates to his role as an IELTS teacher.

In this case, Andrew believes that his role is as important as other English teacher even he takes different position which is an IELTS teacher. It is because IELTS is not taught as compulsory subject in the formal institutions. It is mostly taught in the informal institutions. Hence, having a strong belief of his role leads him to have self-pride as he firmly argues that his role as an IELTS teacher is essential in English language learning as well.

“(...) Yes of course. I mean not everyone can teach IELTS. Well, it is also because IELTS has different purpose in English language learning. But **I do believe that my role as an IELTS teacher is important because I have my own purpose to share my knowledge** in different way or stream even though all English teachers are under the same roof which is to teach English. Well, in fact, **IELTS is not taught as compulsory subject in formal institutions**, right? So that is why we are here. **We are needed as well to build someone's future**. No need to be worried about anything else. Just believe in yourself.” (AP4-P47-INTV2-BF-RL)

Furthermore, his ten years of experience in teaching IELTS has also brought up his self-pride. It cannot be denied that he has been facing a lot of things and experiencing such kind of phenomenon for years. He has challenged himself and finished every obstacle with his own way. Therefore, he is really proud of himself for such kind of achievement.

“(…) All of these years, full of enriching experiences, I could not thank enough to universe bringing myself so far. It definitely grows my personal understanding and belief through actions and intentions I have been doing. **I am feeling so proud and grateful for myself.**” (AP4-P49-INTV2-FL)

In brief, the research participant in this research is proud of all efforts and hard works that he has done in doing scaffolding towards learners to build their writing skills. His personal self-pride is such a strong motivation for him to improve and work harder. Moreover, it can be the thing that he should appreciate through all processes and experiences that he probably encounters in any chances ahead.

CHAPTER V

RESEARCH RESULTS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusion of what the researcher has done in this research. It is divided into three sections. The first section elaborates the summary of the answers of the research question formulated in this research. The second section defines the implications of this research to the several parties. The last section offers suggestions for future researchers as well as for the development of English language learning and teaching in the future.

A. RESEARCH RESULTS

This research has been carried out to describe and interpret a teacher's lived experience in scaffolding learners to build their IELTS writing skills. Qualitative research method, especially hermeneutic phenomenology research, is adopted in order to answer the research question of this research: *What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?* The data itself is collected from the participant's lived experience through his series of story or event. Hence, the primary data is described and interpreted in the form of narratives or texts.

This research has been conducted in one of English learning institutions in Yogyakarta. The research participant used his pseudo name, Andrew. He was the founder and chief executive officer of Discovery English Jogja. He was chosen as the primary research participant because he had been experiencing in teaching IELTS for ten years and he had been certified to teach English as a second

language from TESOL program. In describing his lived experienced, it started from his previous English language learning and teaching, IELTS learning and teaching, up to the point where he as an IELTS teacher performed scaffolding towards learners in building their writing skills as what became the major intention of this research. The authentic stories and experiences of the phenomenon were carefully described and interpreted in order to reveal the meaning within them.

Furthermore, in revealing the meaning of the research participant's lived experience, emergent themes were also successfully emerged from this research as well. The initial emergent theme in this research was IELTS teacher's autonomy. The research participant who was an IELTS teacher had placed his self-autonomy through efforts and strong desire to bring out the best of himself as well as the learners in promoting scaffolding learners' IELTS writing skills. Despite of all challenges and obstacles he went through, the research participant's understanding, belief, and feeling had directed his future teaching career through enhancing his personal skills by teaching IELTS especially writing skills.

The second emergent theme was self-actualization. As stated earlier, the process of doing scaffolding towards learners in building their IELTS writing skills took a lot of efforts for the research participant. Bringing out his best potential and performance in doing scaffolding towards learners had significantly led him to take benefits in achieving self-actualization.

The third emergent theme was self-upgrading. For the research participant, it was not only gaining pedagogical knowledge about scaffolding but also

experiencing the process of scaffolding by himself. Therefore, self-upgrading that the research participant had acquired through the scaffolding process towards learners in building their IELTS writing skills was in the sense of improving the research participant's personal intention and action by becoming an innovative and creative IELTS teacher.

The fourth emergent theme was IELTS teacher's role. The research participant had shown his high worth in doing scaffolding towards learners to build their IELTS writing skills through his intention and action. His innovative and creative intention and action were always aimed at supporting and enhancing the learners' performance. Moreover, the ability to manage challenges or difficulties and adapt with more complicated and complex process of scaffolding had led his role as an IELTS teacher to be more essential.

The last emergent theme was self-pride. As mentioned above, the research participant had been experiencing teaching IELTS for years, especially writing skills with multiple and various kinds of learner and situation. Through all the research participant's fully dedication that he had promoted in scaffolding learners to build their IELTS writing skills, it successfully attained his self-pride as he was able to cope and accomplish all of the things well. His own self-pride had brought strong motivation for himself to work harder in the next occasion ahead.

Overall, the meanings of this research finding will surely be beneficial to the research participant because it shows that he has done reflective habit as he is able to do the same action in his current teaching career, especially teaching IELTS writing skills process. This reflective habit is also useful for him to his

future teaching experiences later in order to reflect and evaluate what he will have accomplished and initiate better improvement. The information about scaffolding learners in building their IELTS writing skills from the research participant will also be useful for the audience as they can experience what it is like to be in the research participant's situation. In doing so, the audience can take part in the lived experience without having to directly get involved.

B. IMPLICATIONS

In general, accomplishment of this research surely shall contribute positive implications towards the research participant, the readers, and myself. The result of this research are obtained from the research participant through uncovering, recollecting, retelling, and reflecting his lived experience in doing scaffolding towards learners to build their IELTS writing skills. For the research participant, practical implications are significantly coming up as the meanings of lived experience emerged. In specific, there are three significant practical implications for the research participant.

First, as an IELTS teacher, the research participant's understanding and belief which are influenced by his personal initial background affect his ways of teaching IELTS in the classroom. When teaching IELTS, especially writing skills, the planning as well as the implementation in doing scaffolding towards learners rely on his understanding and belief to do so. Second, scaffolding in IELTS writing skills requires more advanced skills to promote scaffolding process including being critical, creative, and innovative as the teacher needs to enhance

the learners' IELTS writing skills from the cognitive skills and social skills. Hence, the teaching and learning process will not only stop at one time but also continue as a long process which results to a meaningful learning. Third, realizing that doing scaffolding towards learners in building their IELTS writing skills takes a lot of efforts including energy and time, it is very important for a teacher to have plentiful and intense preparation. It will certainly help the teacher to apply the methods or strategies in the classroom more efficiently and effectively.

Furthermore, the readers of this research may also promote and develop an emphatic understanding, especially English teachers who are apparently unfamiliar with scaffolding learners in IELTS writing skills. The research participant's stories can contribute to their awareness of what to improve and what needs to be continue in the teaching and learning process. In addition, they become more aware in doing good or bad actions during their teaching experience, and how they feel about it. Consequently, it will lead them into self-actualization so they can carry out themselves to have better performances.

At last, conducting this research also gives implications to myself as the researcher. During the interview process, I can learn a lot from my research participant. Based on the stories of his experience that I have described throughout the research process, I can also reflect back to myself and lead to my self-actualization in which I am still a beginner English teacher. Teaching many people, sharing knowledge, and trying to bring somebody else's to their best by doing many things are definitely impressive. What makes me feel impressed and motivated is that when my research participant said that teaching is not only about

sharing knowledge, but also it is all about how we perceive something for others as well as for ourselves. As a teacher, we share something important then we get something meaningful. Those two words are different. Important is just important or needs to know by somebody else. However, meaningful is more than important. It also feels that our body and soul feel the positive vibes.

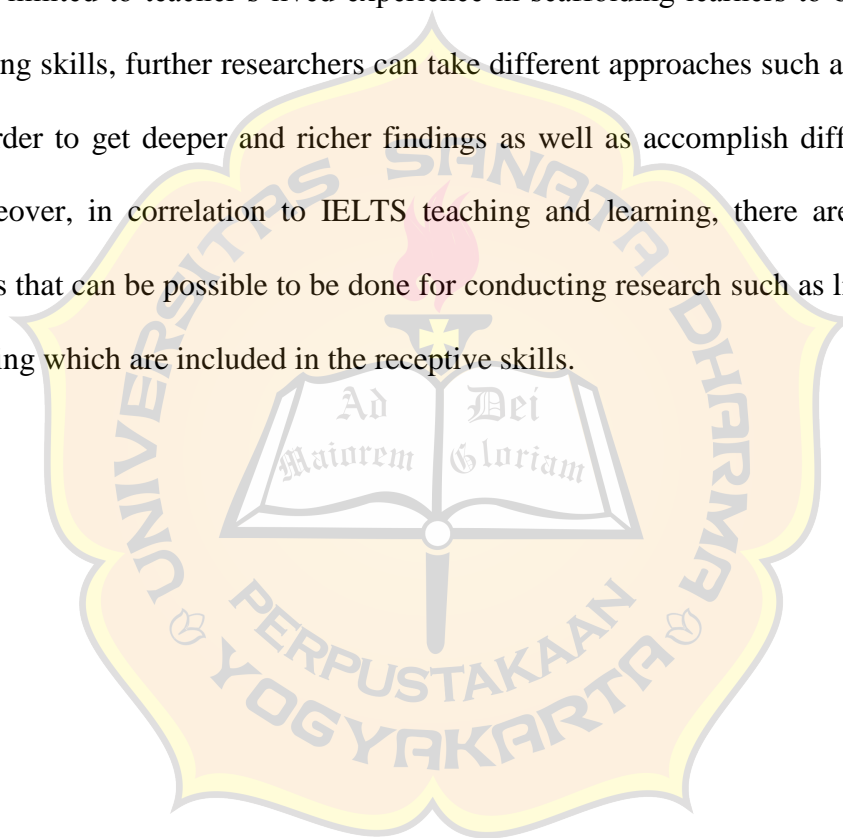
C. SUGGESTIONS

In connection with the research results and implications, scaffolding learners in building their IELTS writing skills requires a teacher to devote more their time and energy. The materials are not complicated but the way to deliver the materials can be varied if a teacher is able to prepare plans consisting of methods and techniques which will be implemented in the classroom. It is absolutely well-supported if a teacher is able to perform the scaffolding process appropriately. Hence, I propose two suggestions for the betterment of scaffolding in IELTS learning and teaching.

Regarding to the nature of scaffolding, my first suggestion is for all teachers or educators, especially IELTS which has a specific purpose. It is better for IELTS teachers to really understand about the concept of scaffolding. They should be able to be aware of what kinds of learner that they are teaching. It is necessary to do as each learner has different characteristics. I agree that the materials are the same and cannot be adjusted in a short period of time. However, teachers can pay attention more of how to assist the learners. As a teacher, I firmly disagree if there are still many teachers treating all learners in the same way

because it is lack of knowledge and awareness. Teachers need to determine which one is which so the learning outcomes can be achieved well and the learner's performance can be outstanding.

The last suggestion is for the future researchers who are intended to conduct research within the same topic of scaffolding learners. As this research is only limited to teacher's lived experience in scaffolding learners to build IELTS writing skills, further researchers can take different approaches such as case study in order to get deeper and richer findings as well as accomplish different goals. Moreover, in correlation to IELTS teaching and learning, there are also other skills that can be possible to be done for conducting research such as listening and reading which are included in the receptive skills.



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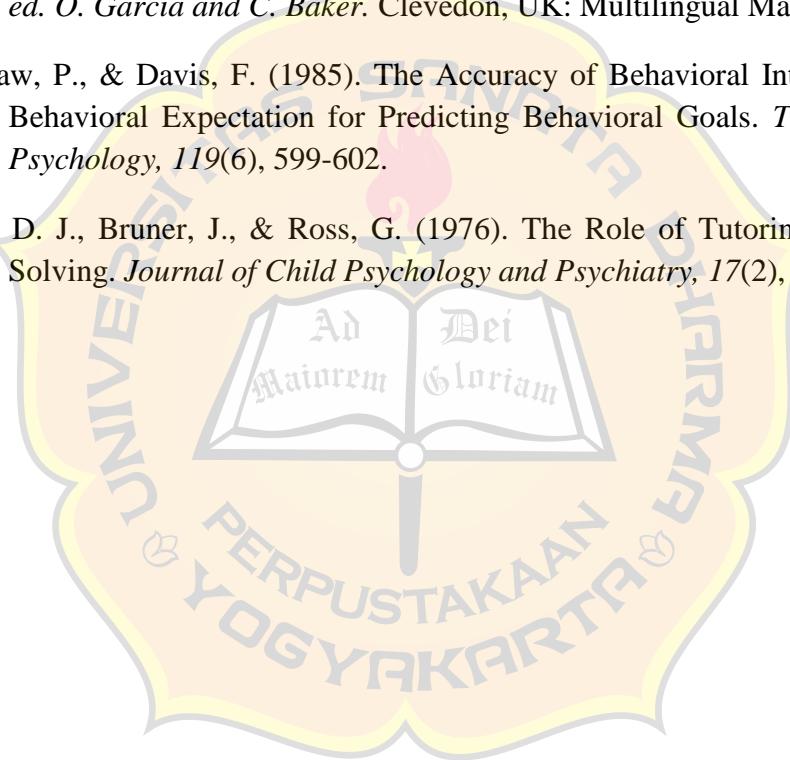
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Appendix 1

SCAFFOLDING LEARNERS IN BUILDING IELTS WRITING SKILLS: TEACHER'S LIVED EXPERIENCE

Informed Consent Form

My name is Yunda Anissa. I am a graduate student of English Language Studies, Sanata Dharma University. I am conducting research on *scaffolding learners in building IELTS writing skills: teacher's lived experience* as a fulfillment of my study. Regarding to this, I would like to ask your participation in the interviews to share your experience as an IELTS teacher.

The purpose of this research is to describe and interpret the lived experience of IELTS teacher in scaffolding learners in building their IELTS writing skills.

During the interview, I would like to ask you some questions related to your experience as an IELTS teacher. If there are questions that you would prefer not to answer, please do not hesitate to tell me, and I will go on to the next questions. Moreover, I would take notes and record the interview. Once the interview is transcribed, you will be asked to review the transcript and a brief analysis of your interview to verify the data. I will publish the findings of this research and I would be happy to share the findings with you after the research is done. Your name will not be associated with the findings and only the researcher will know your identity and personal information.

There are not any risks involved in this research. The expected benefits associated with your participation are the information about the experiences as an IELTS teacher. If you have any questions related to this research, do not hesitate to contact me in the following number (+62)813 2777 3989 or email address yundanissa@gmail.com.

Thank you for your consideration. Please sign this consent form. I will give a copy of this form for you to keep.



Andrew

July 20, 2020

Appendix 2

SCAFFOLDING LEARNERS IN BUILDING IELTS WRITING SKILLS: TEACHER'S LIVED EXPERIENCE

Research Question

What is the teacher's lived experience in scaffolding learners to build IELTS writing skills?

Interview Guidelines

The data for this research was obtained through in-depth interviews with the research participants. The following are the questions asked to find the significant lived experience of the research participants. These questions work as guidelines for the in-depth interviews.

Questions	Answers
IELTS Teacher's Autonomy	
1. How long have you been teaching English?	
2. How many English courses have you taught in?	
3. How many years have you been teaching IELTS?	
4. How was your first teaching experience in teaching IELTS?	
5. What is the difference between your first year teaching and current teaching especially in teaching IELTS?	
6. Do you enjoy teaching IELTS writing skills?	
7. How do you feel in class when you were teaching IELTS writing skills?	
8. Have you ever made mistakes in teaching IELTS writing skills?	
9. How do you overcome the problems because of the mistakes you did?	
10. Do you have your unforgettable experience in teaching IELTS writing skills?	
11. Why is this experience memorable?	
12. Did this experience influence your teaching?	
13. Was it good or bad experience?	

14. Why do you feel that way?	
15. What is the meaning of teaching English especially teaching IELTS writing skills?	
IELTS Teacher's Role	
1. What is the best way for you in teaching IELTS writing skills?	
2. How do you deliver the materials to the learners?	
3. Have you ever faced difficult situation dealing with learners when you are teaching IELTS writing skills?	
4. How do you overcome that situation?	
5. How do you assist the learners in order to help them to understand what IELTS writing is like?	
6. What do you think the role of English teacher?	
7. What do you think the role of IELTS teachers?	
8. Did you play the role you think you should?	
9. How do you perceive your role as an IELTS teacher?	
10. What do you think plays an important role in successful IELTS teaching and learning, especially in teaching and learning IELTS writing skills?	

Appendix 3

SCAFFOLDING LEARNERS IN BUILDING IELTS WRITING SKILLS: TEACHER'S LIVED EXPERIENCE

In-Depth Interview 1 – Andrew

Due to the Covid-19 pandemic situation, the interview process was done through an online video conferencing platform called Google Meet. Furthermore, in order to avoid misinterpretations and difficulties in doing the interview process, both English and Bahasa Indonesia were used as the research participant's mother tongue was Bahasa Indonesia and English was his second language.

Date : Saturday, August 7, 2020

Time : 11 a.m.

Place : Virtually

Tools : Google Meet, Recording Tape, Pen, Notebook

Codes

AC : Action
 BF : Belief
 CL : Challenge
 FL : Feeling
 IT : Intention
 ITE : IELTS Teaching Experience
 MO : Motivation
 P : Participant
 PELLE : Previous English Language Learning Experience
 PELTE : Previous English Language Teaching Experience
 PILE : Previous IELTS Learning Experience
 R : Researcher
 RL : Role
 SC : Scaffolding
 US : Understanding
 WS : Writing Skills

Role	Interview Transcript	Code
R1	Today is Saturday, 7th of August 2020 at 11 a.m. I'm with someone who is going to share his experience. Please introduce yourself.	
P1	Hi, I'm Andrew. Terus apalagi ya? Hahaha...	
R2	Okay Kak Andrew, jadi aku lagi conduct research buat master degree. As we have agreed before that you'll be my research participant.	

P2	Alright got that. My pleasure for sharing knowledge and experience to others. Apalagi ini buat research yang kontribusinya untuk development of education jadi ayo gas aja hahaha...	FL
R3	Alright. First thing first, could you please share about yourself?	
P3	Myself? Hmm, I'm Andrew. 33 years old. I was initially born in Purwokerto but then I moved to Jogja. Jadi mulai dari SMP, aku pindah Jogja dan tinggal disini sampai sekarang. I'm married to Balinese woman. Her name is Nadia. I have a daughter and her name is Navan.	
R4	Okay noted. Then, how's your educational journey? Maksudnya perjalanan atau pengalaman mulai dari SD sampai kuliah.	
P4	Hmm, I took my primary school in Purwokerto karena orangtuaku asalnya dari Purwokerto. But then, I moved to Jogja because my father got a new job yang mengharuskan tinggal di area Jogja dan sekitarnya. Since then, aku mulai sekolah di Jogja dari SMP lalu SMA dan kuliah juga.	
R5	Okay, terus boleh share sedikit pengalaman belajar selama di sekolah terutama tentang Bahasa Inggris ya...	
P5	Dulu aku baru diajarin Bahasa Inggris mulai SD kelas 3 atau 4 kalau nggak salah. It was still the very basic and simple words in English. Jadi kayak book, table, chair, and many more. Dulu mungkin karena masih bocah jadi ya agak kurang suka karena ribet cara bacanya cara ngomongnya. Tapi mulai SMP itu lebih tertarik karena di Jogja banyak foreigners dan kepikiran buat pengen ngobrol sama mereka. Terus motivasinya mulai dari itu jadi lebih tertarik sama Bahasa Inggris, cuma karena pengen bisa ngobrol sama bule hahaha... Since then, I was very active in class especially during the English subject. I found out it was very enjoyable to learn. Mulai SMA juga aktif ikut semacam organisasi kayak English debate, becoming story teller, ya walaupun dulu sangat nggak mudah buat pronounce words in English accurately tapi dengan banyak latihan jadi lebih terbiasa. I used to play any recording in English when I did something else. Misalnya aku lagi duduk santai sambil kerjain tugas, aku nyalain YouTube terus cari video yang durasinya panjang dan pakai Bahasa Inggris. Tinggal di play aja terus sambil ngerjain yang lain, jadi semacam backsound aja dan nggak perlu didengerin in detail. Lama-kelamaan kayak aku percaya dari alam bawah sadarku itu terbiasa dengerin orang ngomong	PELLE MO BF

	<p>pakai Bahasa Inggris dan terbiasa buat pakai accentnya. I prefer to use American accent as it's easier for me. Well walaupun pakai British juga bisa sih, tapi some words are different to pronounce right?</p>	
R6	<p>Hmm menarik ya konsepnya, boleh juga buat dicoba hahaha... And how about the experience in your college life?</p>	
P6	<p>Okay, since I got used to like and learn English starting from junior high school, so I decided to take English Literature as my major in undergraduate program. I took my undergraduate program in UGM.</p>	
R7	<p>What makes you finally enroll the English Literature for the undergraduate study?</p>	
P7	<p>At first, it was one of the most well-known study program for English in UGM. Since I was very eager to study in UGM, so I chose English Literature. Dulu awal-awal kuliah ngerasa susah karena nggak ada basic sastra kan, soalnya dulu mikirnya cuma pengen program studi yang pakai Bahasa Inggris. Udah gitu aja hahaha... But it turned out it's quite challenging because there were so many theories to learn dan aku orangnya nggak terlalu suka sama yang teori-teori gitu. Tapi ya akhirnya mau nggak mau harus dijalani dan sisi bagus nya kemampuan Bahasa Inggris ku juga jadi semakin meningkat as all students and lectures were using English both inside and outside the classroom. Intinya jadi lebih terbiasa pakai Bahasa Inggris, lebih lancar cas cis cus entah itu grammarnya masih salah atau gimana yang penting ngomong aja hahaha...</p>	PELLE CL
R8	<p>Menarik ya, tapi memang yang aku liat sekarang ya bagus banget sih ngomong pakai Bahasa Inggrisnya. Sampai dulu awal tau Kak Andrew itu aku kira bukan dari Indonesia, like people from Singapore or any other Asian countries karena saking bagus dan lancarnya pakai Bahasa Inggris hahaha... Terus setelah itu ketika masih kuliah atau setelah lulus kuliah, have you ever though for teaching English? Karena kan suka dan terbiasa pakai Bahasa Inggris, jadi mungkin ada niatan ngajar Bahasa Inggris.</p>	
P8	<p>That's funny! Sampai dikira bukan orang Indonesia hahaha... Alright, related to that question about teaching English, yes of course I was intended to teach English when I was still doing my undergraduate program. Jadi setelah berjalan 2 atau 3 semester gitu aku kepikiran buat ngajar Bahasa Inggris. Satu sisi karena aku orangnya suka</p>	PELTE IT

	<p>banget sharing knowledge dan sisi lain karena aku pengen punya income sendiri juga hahaha...</p> <p>Starting from third semester, I think, I started to be an English teacher. Walaupun majorku itu Sastra Inggris tapi aku coba aja jadi English teacher. I used to get about grammar thingy and others when I was in junior and senior high school. Jadi aku coba recalling that memories sambil aku belajar lagi dan cari sumber materi di internet or YouTube. Mulai dari situ aku jadi private English teacher dulu. Ngajar murid SMP atau SMA dari rumah ke rumah. Capek sih ya harus wira wiri kesana kemari but I think it's worth for developing my skills in teaching. Karena pada dasarnya aku nggak ada basic buat ngajar jadi ya dengan cara jadi private teacher itu aku mencoba memahami, memperbaiki, sekaligus meningkatkan kualitas mengajarku.</p>	
R9	And then how do you feel after teaching English to several junior or high school students privately?	
P9	<p>I felt happy and satisfied with myself because I could transfer my knowledge to others. It also turned out that their reaction was so unbelievable. I mean mereka itu ternyata seneng kalau pas les Bahasa Inggris sama aku karena katanya nggak boring. Tapi memang karena aku memposisikan muridku itu sebagai partner belajar jadi selama ngajarin mereka ya aku sefleksibel dan se-enjoy mungkin dan mereka pun bisa ngerasain hal yang sama.</p>	PELTE FL
R10	Okay, itu pengalaman sewaktu ngajar private students. How about teaching in English courses or institutions? Could you please share the experience?	
P10	<p>Sure. In the last year of my undergraduate study, I decided to apply for part-time English teacher in some English courses. English course yang pertama kali aku join itu SWIFT English School. At that time, I was asked to teach English for general purposes. It's more likely daily conversation class but it's divided into two main categories. Jadi ada level buat kelas conversationnya gitu. Ada basic sama advanced. Basic itu biasanya buat yang baru pertama kali belajar Bahasa Inggris atau yang udah tau cuma belum lancar. Nah kalau yang advanced itu biasanya buat yang udah pro dan lancar. In terms of materials, it could be the same but the way we delivered the materials was different. Jadi materinya bisa sama tapi cara penyampaiannya yang beda karena levelnya juga beda. After teaching multiple conversation classes, I was introduced to teach exam preparation program which was</p>	PELTE CL

	TOEFL. Dulu SWIFT cuma ada TOEFL jadi kalau misal ada yang mau persiapan tes TOEFL atau mau cari scholarship yang butuh TOEFL certificate, nah biasanya pada join di SWIFT.	
R11	Nah berarti udah ngajar conversation class terus diminta buat ngajar TOEFL. So what's the difference and what do you think or feel about that?	
P11	Of course both are different ya. When I'm teaching conversation class, it's more flexible and enjoyable because we are asked and forced to speak a lot even if we're not fluent enough. Jadi kayak lebih ngalir aja kalau ngajar kelas conversation karena basically kayak ngobrol biasa aja, cuma pakai Bahasa Inggris dan ada topik yang dibicarakan. But when I'm teaching TOEFL, it's more well-organized ya, in terms of the materials even how we deliver the materials itu juga terstruktur. Asik sih karena jadi pengalaman baru juga buat aku.	PELTE
R12	Nah setelah ngajar private terus ke English course dan ngajar program yang beda juga, what's your next plan after you graduated from college?	
P12	After graduated from undergraduate study, I found myself enjoyed about teaching English. So I decided to find a program where as non-English native speaker could be certified to teach English as a foreign or second language. Jadi aku coba cari program bersertifikasi buat ngajar Bahasa Inggris as a foreign or second language. Kan aku lulusan Sastra Inggris jadi cuma ada ijazah aja. Kalau misal dari background pendidikan biasanya ada akta 4 atau sejenisnya yang nunjukin kalau itu sertifikat pengajar. Setelah cari-cari yang di Jogja or even Indonesia nggak ada yang cukup meyakinkanku, akhirnya aku dapat satu rekomendasi dari salah satu teacher juga di SWIFT tentang TESOL di Flinders University, Australia. Let me explain. TESOL is the abbreviation for Teaching English as a Second Language. It offers programs which are intended for those who want to teach English as a second language in the non-English speaking countries. It's certified program in which the candidate is freely to choose the duration of the program. Jadi kita bisa milih mau berapa bulan atau berapa tahun ambil program TESOL itu. At the end, kita dikasih sertifikasi pengajar buat ngajar English as a second language.	FL MO PELLE
R13	So you decided to take that program? How did you manage it?	
P13	After getting the information about TESOL from my colleague, I tried to find more any related information	PILE

	<p>about TESOL through the website. Surprisingly, it could be registered using scholarship. Then, I tried to looking for a scholarship namely Australian Award Scholarship. I read carefully every detail information or requirement needed for applying this scholarship. I was familiar to almost requirements needed, except IELTS official test. Jadi waktu itu aku sempat bingung apa itu IELTS dan dimana harus ambil tesnya dan tesnya kayak apa. Setelah itu aku coba cari informasi tentang IELTS dan saat itu aku baru tau kalau mau ambil IELTS official test ya setidaknya ada preparation program supaya lebih familiar sama tesnya nanti. Jadi saat itu aku mutusin cari English course yang nyediain program IELTS preparation. Finally, I found an English course which offered IELTS preparation program. I registered myself in IONs Education for having that preparation program. I decided to take it there because I saw the demand was quite high and many students or people also registered themselves in IONs. So I thought this place was reliable and well-known for the IELTS preparation program.</p>	
R14	How did you feel at the first time knowing and learning IELTS?	
P14	It's different ya with other exam preparation programs or tests, like TOEFL or TOEIC. For me, IELTS is more challenging. It requires us to be able to familiar or be updated with current issues. IELTS lebih terkoneksi sama pengetahuan umum tapi tetap ada skills yang di assess. Skills yang diuji kurang lebih sama, cuma the organization of the test is different compared to others.	PILE
R15	Then, after learning IELTS, which kind of skills that is more challenging for you?	
P15	In IELTS, we have all four skills to be assessed. We have listening, reading, writing, and speaking. The receptive skills like listening and reading are less challenging for me because we have all information needed to answer questions. Speaking requires us to be ready and spontaneously answer questions, of course, based on our opinions proven by factual information. The last one is writing. Ini yang menurutku so challenging karena buatku sendiri, menulis itu bukan hal yang mudah. Semacam butuh waktu yang lama buat pemanasan, buat cari ide-idenya, pengembangannya nanti kayak apa. Belum lagi harus stick to the grammar and the way we choose the vocabs. It's so challenging.	PILE CL WS

R16	Okay Andrew. Terus gimana IELTS sendiri berpengaruh sama the way of thinking? I mean setelah tau tentang IELTS ketika ambil kursus IELTS preparation, bagaimana itu berpengaruh pada pola pikirmu tentang “oh kayaknya aku tertarik nih nanti buat ngajar IELTS”.	
P16	That’s right. Ini berpengaruh banget apalagi aku orangnya always curious on something new dan pengen tau sebanyak-banyaknya jadi pernah kayak ngucap sendiri “aku pengen deh suatu saat nanti bisa ngajar IELTS dan menguasai how to teach IELTS skills”. Karena aku pribadi setelah ngajar beberapa kali dan feedback yang aku dapat dari students juga bagus dan saat itu melihat demand of doing IELTS preparation juga tinggi, jadi kepikiran buat bisa ngajar dan mastering IELTS.	MO
R17	Nah terus awalnya gimana bisa ngajar IELTS?	
P17	So this is it... After finishing my course in IONs, I applied for Australian Awards to get my TESOL program in Flinders University, Australia. I took my first IELTS official test and surprisingly I got 7.5 for my overall band score. It’s high at that time and enough for the required score for the requirement of scholarship. Setelah semua syarat terpenuhi terus daftar dan akhirnya aku lolos buat dapat scholarshipnya. I went to Australia in October 2010. I took a year program of TESOL. Kurang lebih setahun di Australia, then I went back to Indonesia in the late 2011, around November or early December I think. After coming back to Indonesia, I tried to get new job karena sebelum ke Australia, aku resign dari SWIFT dan selain itu aku merasa udah cukup pengalamanku ngajar di SWIFT so I wanna get something new and more challenging of course. I was trying to recall my memories back then before I flied to Australia. The last thing I got in Indonesia was that learning IELTS. Jadi setelah itu aku memutuskan buat cari English course yang lagi open recruitment for IELTS teacher. Ternyata waktu itu IONs lagi open recruitment for new teacher. Aku langsung coba aja daftar di IONs, doing some entrance screening processes including micro-teaching and interview process. Finally, I got accepted working and teaching in IONs. Itu cukup lama sih nunggu kabar diterima atau engaknya, sekitar 2 mingguan. Tapi setelah dapat kabarnya langsung ngerasa excited banget hahaha... Terus jadi throwback sewaktu masih kursus di IONs pernah ngebatin pengen banget nantinya bisa ngajar IELTS, eh akhirnya kesampaian hahaha...	PELLE

R18	Wah semacam dream comes true ya... Terus setelah diterima di IONs, bisa langsung ngajar IELTS atau ada pelatihan trainingnya gitu Kak?	
P18	Of course, buat new teacher ada masa percobaan dan trainingnya. Jadi aku ditraining buat ngajar semua jenis program di IONs. Karena diawal itu nggak langsung diminta buat ngajar kelas IELTS, jadi ada prosesnya dulu. Pertama ngajar general English ya semacam conversation class gitu. Terus TOEFL, TOEIC, dan terakhir IELTS. Menurutku IELTS paling terakhir karena tingkat kesulitannya juga yang paling rumit diantara semua exam preparation courses. Nah jadi setelah selesai training, I was handling some general English classes and TOEFL as well. Kalau nggak salah hampir 1 tahunan dari Januari 2012 sampai hampir pertengahan 2013 sekitar bulan Juni, aku handle kelas general English sama TOEFL. After that, the academic team leader met me in person and asked me whether I was ready to teach IELTS or not. Saat itu aku langsung bilang “yes, of course” because I felt that it’s my time to upgrade myself by teaching IELTS. Seperti yang aku bilang sebelumnya, IELTS is different and challenging as it requires us to be updated with current issues in the society.	PELTE IT
R19	And then how’s your first IELTS class? How did you feel when and after teaching the class?	
P19	It was so exciting. I mean the situation and the things we discussed in the class were completely different. At first, of course, I felt confused as I did not get used to teach IELTS even though I was familiar with the materials. Maybe it was because I had not met my teaching style yet in teaching IELTS. But it was fun actually. I know that IELTS is more like a serious course but still I managed to make the class as well as learners to feel happy and relax all the time. So after teaching the class, I sometimes asked them how they felt. I turned out that they enjoyed the class and wanted to learn more. They said that the materials were difficult to understand especially if it was the first time to learn IELTS, but the teacher managed everything clearly.	ITE FL
R20	It’s interesting. And then as time goes by, do you feel yourself improved after teaching IELTS for many times?	
P20	Yes of course, I feel myself updated towards issues around me and the world. Maksudnya kan nggak gampang ya ngajar IELTS, tapi semakin lama ya semakin	ITE

	<p>terbiasa. It feels like I'm enriching myself through teaching. It's because IELTS materials are always changing depending on the current issues. Although, the organization of the materials is the same, but the way we deliver the materials also keeps improving.</p>	
R21	<p>Okay Andrew. And then, how long did you teach IELTS in IONs?</p>	
P21	<p>Well, I stayed in IONs quite long starting late 2011 until mid of 2017. Around June 2017, I proposed my resignation. Jujur waktu itu berat banget mau resign because I felt like I found a place where I should be. But the world needs to keep moving forward right? So, I decided to get other new and challenging experiences.</p>	IT
R22	<p>Alright, then. So after you were out from IONs, what's your next move?</p>	
P22	<p>After getting out from IONs, I focused to my family matters which was getting married. Since then, my wife and I thought to have our own English course. When I was in Flinders taking TESOL program, I dreamt and intended to have my own business in the educational field in the form of a solid English course with a building or an office, so that people would register and stay there to learn English. Stay here means that during the course, they could enjoy all facilities provided in the office. Besides, I wanna provide a place for the job seekers who are capable in English language teaching. Then, after several months of planning many things, I built this place namely Discovery English Jogja. It was first launched in December 12, 2017. It's been 4 years until right now.</p>	IT
R23	<p>Okay, then. So what's the concern of building Discovery English Jogja?</p>	
P23	<p>Hmm, apa ya? Dulu sih kayaknya pas direncanain terus cocok dan sekiranya bisa diwujudkan jadi ya langsung dibikin aja gitu hahaha... Tapi of course buat development of others and myself terutama di English language learning and teaching ya.</p> <p>Tapi at first aku juga set certain goals, apa yang bakal jadi the most highlighted program disini, maksudnya akan lebih fokus di program apa gitu. Here, we offer 3 main programs. General English ya semacam conversation class, and then English for Specific Purposes yang ini seputar English for Business atau Finance misalnya. Nah yang terakhir itu English for Academic Purposes yang isinya itu TOEFL sama IELTS preparation class.</p>	IT

R24	Terus pas awal-awal, most people or students itu lebih banyak ikut program apa Kak?	
P24	Surprisingly, so many people or college students register for IELTS preparation class. Aku jujur agak heran juga karena kan ini kursus baru banget buka tapi kok banyak yang daftar buat IELTS preparation class. Setelah dicari-cari ternyata sebagian besar mereka yang daftar disini itu my former students back then when I was in IONs. Jadi dulu mereka di IONs ikut kelas general English sama aku, dan sekarang ikut IELTS preparation di Discovery. They know Discovery because I promote it through my personal Instagram. Jadi mereka tau Discovery dari Instagram terus malah ambil kursus IELTS disini karena mereka tau aku disini. Setelah aku tanya-tanya ke mereka kenapa nggak ikut di IONs which is itu kan tempat yang fancy banget buat belajar IELTS, mereka bilang di IONs itu a bit pricey jadi mereka cari alternatif lain. Mereka semacam nggak mau rugi juga sih ya, karena buat ikut official testnya aja itu udah mahal jadi mereka cari preparation course yang harganya lebih affordable. Discovery sendiri juga patok harganya nggak terlalu mahal buat IELTS preparation course, ya slightly lower than what IONs has. Tapi kita tetap kasih materi yang sama dan treatment yang sama, secara aku kan bertahun-tahun ngajar di IONs jadi bisalah diterapin disini. I can say that Discovery ini semacam duplikat atau barang KW-nya IONs gitu hahaha...	ITF
R25	Pinter juga ya ternyata hahaha... Terus setelah ada beberapa yang daftar IELTS preparation course di Discovery, how's the demand?	
P25	Demandnya itu semakin lama semakin tinggi karena semakin kesini semakin banyak orang yang butuh IELTS. Biasanya buat mereka college students yang mau exposure ke luar negeri atau mau student exchange dan persyaratannya pakai IELTS. Dulu sewaktu awal-awal buka, sempat banget kewalahan karena waktu itu yang ngajar IELTS cuma aku sendiri, belum ada teachers lain di Discovery yang capable enough to teach IELTS. I felt that teaching IELTS is not easy and it needs somebody who is really capable of. Mungkin semua orang bisa ngajar general English ya, tapi kalau untuk IELTS itu buatku nggak main-main jadi harus bisa milih-milih aja siapa yang berkompeten. Karena at the end students bakal ambil official testnya. Kalau overall band scorenya bagus dan sesuai ekspektasi mereka itu juga ningkatin brandingnya Discovery English sendiri dan otomatis juga	CLFL

	berpengaruh ke teachernya juga.	
R26	But so far ada beberapa teachers yang bisa ngajar IELTS disini ya Kak?	
P26	That's right. Karena aku melihat potensinya ada dan demand IELTS ini kan bakal terus ada dan bahkan meningkat setiap tahunnya gitu ya, so I provide training for those who are capable to teach IELTS. Ya semacam aku di IONs dulu, harus ditraining tentang materinya apa aja, skillsnya apa aja, sampai ke cara ngajarnya tiap pertemuan itu gimana. Jadi biar lebih seragam aja walaupun aku tidak membatasi tiap teacher untuk berkreatifitas ya. Tiap teacher kan punya their own personal style of teaching jadi nantinya mereka mau nambahin games atau exercise apapun itu it's up to them. Tapi at least kita punya guidelines buat ngajar IELTS yang lebih well-organized aja gitu.	ITE
R27	Oh okay okay, I got it. Kayaknya sesi ini harus disudahi dulu deh Kak, hampir 2 jam dan bakal panjang banget ini transcriptnya nih. Next, aku boleh ada another session nggak Kak, buat discuss lebih detail terutama tentang IELTS writing dan scaffolding? Sekalian juga buat cross check isi interview hari ini udah pas apa belum.	
P27	Boleh banget. Pokoknya let me know aja kapan hari sama jamnya jadi aku bisa prepare biar nggak dadakan atau nggak tabrakan sama jadwalku yang lain.	
R28	Okay, thank you banget Kak Andrew buat waktunya hari ini. I'll see you again very soon.	
P28	Sure, anytime. Can't wait for the next session hahaha...	

Appendix 4

SCAFFOLDING LEARNERS IN BUILDING IELTS WRITING SKILLS: TEACHER'S LIVED EXPERIENCE

In-Depth Interview 2 – Andrew

Due to the Covid-19 pandemic situation, the interview process was done through an online video conferencing platform called Google Meet. Furthermore, in order to avoid misinterpretations and difficulties in doing the interview process, both English and Bahasa Indonesia were used as the research participant's mother tongue was Bahasa Indonesia and English was his second language.

Date : Monday, September 28, 2020
Time : 11 a.m.
Place : Virtually
Tools : Google Meet, Recording Tape, Pen, Notebook

Codes

AC : Action
 BF : Belief
 CL : Challenge
 FL : Feeling
 IT : Intention
 ITE : IELTS Teaching Experience
 MO : Motivation
 P : Participant
 PELLE : Previous English Language Learning Experience
 PELTE : Previous English Language Teaching Experience
 PILE : Previous IELTS Learning Experience
 R : Researcher
 RL : Role
 SC : Scaffolding
 US : Understanding
 WS : Writing Skills

Role	Interview Transcript	Code
R29	Halo Kak Andrew. Good to see you again. It's a lovely Monday on 28th of September, 2020. Udah sebulan lebih kayaknya baru interview lagi hahaha... Ya karena jadwal Kak Andrew juga lumayan padat dan pandemic situation juga jadi nggak bisa terlalu bebas ya...	
P29	Hi again Yunda. Bener banget karena pandemi ini jadi nggak bebas mau ngapa-ngapain. Satu sisi kayak mulai kena Google Meet or Zoom fatigue karena ngadep layar	

	terus dari pagi sampai pagi lagi hahaha...	
R30	Okay kita langsung aja ya Kak, mumpung masih fresh nih kan hari Senin. Jadi interview pertama kemarin udah aku selesai transcribe dan hasilnya memang panjang ya. Mana aku manual banget transcribanya hahaha...	
P30	What? Manual? But overall you got all the things that you need for the first interview kan?	
R31	Yes of course, semua ceritanya lengkap dan urut banget dari awal sampai yang terakhir kemarin bahas tentang demand IELTS preparation class. Jadi nanti at the end of this session, aku akan kirimin dokumennya ke Kak Andrew supaya bisa cek isi interview kemarin.	
P31	Alright good then. It's part of the trustworthiness, isn't it? Biar data buat researchmu itu reliable and valid.	
R32	That's right... Okay should we start our session today? Di sesi kali ini aku akan tanya ke Kak Andrew beberapa hal tentang IELTS terutama bagian IELTS writing skills dan scaffolding. Jadi selama Kak Andrew ngajar IELTS dan lebih ke IELTS academic terutama bagian writing sections itu pengalamannya gimana?	
P32	Okay, talking about writing skills, it's part of the productive skills. So we assume that we need to produce something as the result of our action. It's tricky actually to teach IELTS writing, especially for those who are not familiar with. Karena akan sangat susah untuk finding ideas, developing into sentences and paragraphs, even choosing the right terms or vocabs. Jadi pertama kali yang harus kita tau buat ngajar IELTS writing itu initial knowledge of the learners. We need to know their style of writing because IELTS needs academic style of writing. Jadi kayak nggak sembarangan gitu aja nulisnya, apalagi ini konteksnya di IELTS academic.	WS AC IT
R33	Nah biasanya untuk tau kemampuan awal learners itu cara yang dilakuin Kak Andrew gimana?	
P33	Since Discovery applies the diagnostic test for those who register themselves here, jadi aku akan liat hasil writing dari diagnostic testnya. Dari situ biasanya aku udah bisa tau seberapa kemampuannya. But in order to make sure that my judgement is accurate enough, at first meeting of the class, I ask them to write all tasks. Jadi kalau di IELTS academic writing itu kan ada 2 tasks. Task 1 itu biasanya seputar chart/diagram/table yang mana learners itu harus mendeskripsikan data itu. Dan di Task 2 itu biasanya about giving opinions on certain issue. Nah	AC IT

	biasanya aku akan minta mereka nulis 2 tasks itu diawal meeting supaya treatment yang nantinya aku sampaikan ke mereka itu lebih tepat sasaran sesuai sama apa yang mereka masih belum paham gitu.	
R34	Hmm okay okay. And then how's the result of those two tasks? Apakah menurut Kak Andrew dengan kemampuan awal menulisnya segitu akan mudah atau susah untuk diajarkan IELTS writing?	
P34	Nah ini yang biasanya jadi tantangan buat aku atau mungkin bahkan other IELTS teachers. After knowing the initial ability of the learners, and then what? What should I do to improve this learner's writing skills? Is the materials appropriate enough to be given? Such kind of questions always pop up in my mind if it comes up with teaching writing. Always brings confusion to me. Karena yang namanya kemampuan setiap orang itu kan beda-beda. Misalnya kalau liat hasil awal writingnya “duh kok gini ya? masih low banget ya”, itu kadang bikin aku sebagai teacher itu merasa underpressure juga. Beda cerita kalau misalnya hasil awal writingnya itu udah mencapai band score katakanlah 6.0 atau 7.0, itu rasanya ada kelegaan tersendiri karena effort yang dikeluarkan nantinya buat ngajar IELTS writing itu nggak sebanyak dan seberat kalau misal hasil awalnya katakanlah ada di band score 4.0 atau 5.0 In fact, based on my experience so far, if someone wants to apply for scholarship or go abroad for continuing study or work, the requirement score needed for IELTS is about 6.0 up to 7.5. See? It's kinda frustrating sometimes hahaha...	FL US
R35	Nah setelah itu apa yang dilakuin Kak Andrew to overcome that situation? Maksudnya ini kan baru tau tentang initial ability of learners sama perkiraan scorenya, next plannya apa dan gimana Kak?	
P35	As what I've said previously in the first interview session, Discovery has the structured plan for teaching each program including IELTS. That's what I call it as a guideline or syllabus or lesson plan. Jadi ya pertama harus tetap sesuai silabus untuk materinya, karena yang namanya materi kan nggak bisa serta merta diubah ya. Yang diubah itu cara penyampaian materinya. The way I deliver materials to learners with low ability is of course different to those who are already good. Each plan needs to be stretched so that each component of the materials can be understood well by the learners. Butuh penyesuaian dalam hal activities in classroom yang terpenting. Untuk aku yang	AC

	udah sekian tahun ngajar IELTS tentu udah tau apa-apa aja yang bakal dilakuin karena sekian tahun itu aku juga ngajar sekian students dengan karakteristik dan kemampuan yang tentunya beda-beda.	
R36	Nah disini Kak Andrew bilang kalau punya cara untuk penyampaian materi. Sesuai sama research topic-ku ini yaitu tentang scaffolding learning in building IELTS writing skills. Have you ever heard with the term scaffolding? Are you familiar with it?	
P36	Sure. When I was doing my TESOL program, I was introduced with this term since it becomes part of teaching and learning process.	PELLE US
R37	In your opinion, what is scaffolding?	
P37	Wah udah lama banget ya nggak berkuat sama teori, tapi semoga jawabanku bener deh, at least intinya tau dan paham ya hahaha... Based on my understanding, scaffolding is more likely how a teacher assists the learners in a certain period so that they are able to perform or complete the task well. I'm a bit forget about a term which leads to scaffolding.	SC US
R38	Do you mean zone of proximal development?	
P38	Yes, that's right. I learned those things when I did my TESOL program. That zone where learners can do the task well is called the zone of proximal development. I still remember how those things work. Both are part of the teaching and learning process, right?	US
R39	Yes, you're right. Nah sejauh ini pemahaman Kak Andrew tentang scaffolding udah bener, jadi itu semacam teacher's assistance within learner's zone of proximal development. Nah selama Kak Andrew ngajar IELTS academic terutama writing section, scaffolding yang kayak gimana yang Kak Andrew terapin selama di kelas?	
P39	Hmm okay. In my opinion, as a teacher, I need to provide supportive learning environment either for only one student or for the entire class. Then, I need to positioning myself as a facilitator of knowledge instead of the dominant expert. For me, it affects the learner's psychological matter if I can be their facilitator instead of being the one who is knowing everything. Pasti rasanya kayak intimidating kalau teacher itu dianggap superior sama learners. What I believe when I'm doing teaching and learning process is that learners are also my teachers so we are all sharing knowledge between one and another. For me, it's my intention to make	ITE AC BF IT

	<p>learners to be able to grasp new knowledge easily without any sense of uncomfortable feeling. Intinya supaya mereka itu nggak punya rasa pekewuh kalau orang Jawa bilang, untuk belajar hal yang baru. Jadi dengan begitu proses belajar mengajar itu lebih meaningful both for them and myself dan sejalan sama tujuan pembelajarannya.</p>	
R40	<p>Hmm menarik banget ya Kak. Terus kalau scaffolding related to teaching IELTS writing, how to do it in order to build and develop learner's IELTS writing skills?</p>	
P40	<p>Of course, I need to explain what sort of materials or topics that will be discussed to the learners. In teaching IELTS writing, of course, I need to explain what makes IELTS writing is different from other writings. Karena kalau di IELTS writing itu kan ada requirementnya yang harus berapa kata dalam 1 task. Misalnya Task 1, it requires 150 words within 20 minutes. Then, in Task 2, it requires 250 words within 40 minutes. Selain itu, other technical things should be explained well and as clearly as possible. Dos and don'ts in IELTS writing are also explained so that learners will be more aware before or while they're writing.</p> <p>So, in this step, first I would likely to introduce them the sample answers of writing task so they would be familiar with the organization of the writing as well as improving their knowledge of language such as grammar and vocabs. Second, along with the learners, we perform the task together. Here, they can give any suggestion and I will add it using board or any learning media. I will also ask them to write down their suggestion on their paper. Third, I will ask learners to work with partner to discuss and complete the task. In the second and third steps, I usually provide more scaffolds to them by giving hints, clues, or any ways to help them. Contohnya aku akan pakai semacam additional exercises atau games dulu yang itu masih berkaitan sama topik yang lagi didiskusiiin.</p> <p>Karena terkadang learners itu butuh sesuatu yang menyenangkan dulu tapi tetep tujuannya buat bantu mereka selesaiin tugasnya. It's kinda boring for them if they don't have something to enjoy. Takutnya malah mereka jadi down dan underestimating thier own ability. So, as the teacher, I should be able to recognize what the learners feel in the classroom. Baru setelah itu, at the end, learners can demonstrate what they have done individually and they feel satisfied because they're successfully completing the task. Sampai di stage ini, aku</p>	<p>SC AC BF IT</p>

	sebagai teacher harus kasih feedback karena menurutku akan berpengaruh banget sama learner's achievement nantinya.	
R41	Nah kira-kira dengan cara atau media apa aja yang Kak Andrew pakai buat scaffolding learners biar tetep getting knowledge, completing the task, but they feel enjoy and satisfied during the teaching and learning process?	
P41	Banyak banget ya hahaha... Kayak satu topik itu biasanya ada beberapa jenis media yang aku gunain. Tapi overall, mostly I use like cue cards, mind maps, or handouts. For each media, I usually develop it into several things which cover hints, prompts, explanations, or examples. But so far, I always use like advance organizers. It's kind of media or tool used to introduce new topic along with its tasks. I found it when I was teaching in IONs. It's very useful to help learners grasp the new topic. It visualizes diagrams, flow charts, or outlines, and each of them has their own function. Sumpah itu membantu banget dari segi aku sebagai teacher, apalagi buat learners. Jadi apapun itu lebih terorganisir dan aku sebagai teacher juga jadi tau di titik-titik mana aja harus assist the learners or let them work by themselves.	AC BF
R42	It's interesting. And then, how do you feel when you do scaffolding successfully or the other way around especially in IELTS writing skills?	
P42	Hmm of course, it's kind of my personal pleasure when I scaffold or assist learners and they respond it very well and get good achievement. It feels like I'm contributing a lot to their future ya hahaha... But I'm serious. I think it's every teacher's dream when they successfully bring the learners to achieve something new with good result. Tapi kalau situasinya berkebalikan ya wallahualam rasanya bingung juga hahaha... Misalnya kita udah provide segala macam tapi improvementnya itu lambat atau sedikit banget. Padahal kalau yang biasanya mau ambil IELTS itu kan waktunya mepet tapi kalau kemampuannya segitu-gitu aja itu yang biasanya bikin agak khawatir. Apalagi buat writing section, untuk dapet band score 5.5 atau 6 aja itu susah banget, butuh trial and error berkali-kali sampai dapet pattern yang sesuai.	SC FL
R43	Nah how do you overcome that situation Kak? I mean kan pasti ada aja ya hal-hal diluar ekspektasi kita.	
P43	Nah iya bener banget. Biasanya kalau ada special case yang learners itu terlampau susah buat diajarin	FL AC

	<p>padahal kita sebagai teacher udah semaksimal mungkin assist mereka, ya biasanya aku diskusi sama other teachers buat cari solusinya gimana. After that, I will try to find the very simplest way of how to assist them. Biar gimanapun itu kita harus bantu learners buat achieve their goal, tapi ya harus rely on their ability juga sih hahaha...</p>	
R44	<p>Well, couldn't agree more sih ya hahaha... Terus biasanya langkah selanjutnya gimana Kak?</p>	
P44	<p>Still stick to the basic plan. Jadi tetap kasih materinya, additional exercises, tapi treatmentnya yang lebih di adjust. Karena handle learners dengan special case yang masih low banget itu butuh kesabaran lebih. Of course, the scaffolding part is much more active compared to the usual situation. Kalau special case yang learners itu udah pinter banget, of course, the degree of support or scaffolding is a bit low.</p>	
R45	<p>Berarti memang berdasarkan pada kemampuan learners ya Kak? How do you see about the degree of support and the level of challenge in scaffolding?</p>	
P45	<p>Ya it's true. Well, what I know is that in scaffolding, we have degree of support and challenge. If there is high challenge for learners, there must be high support from teacher. If there is low challenge for learners, there must be low support from teacher. Well, it depends to situation as well. As a teacher, I personally should be aware with my classroom situation as what others do, right? The most important thing is that I should be ready with any kind of situation and should have back up plans hahaha...</p>	<p>SC CL</p>
R46	<p>Bener juga sih ya hahaha... Related to IELTS writing skills, how big does scaffolding give impact towards learner's achievement?</p>	
P46	<p>Wah kalau tentang scaffolding buat learner's achievement di IELTS writing itu penting dan besar banget peranannya. Well, in every aspect of life, scaffolding is always has its own place. In English language teaching, especially IELTS writing, it plays a big role. Building learner's writing skills is not easy. It has to step by step. It needs more practices. It needs trials and errors. It's not instant, you know. Scaffolding is there to help both sides; teacher and learners. Of course, it affects to the learner's achievement. It doesn't have to directly get higher score, but at least, the learners know how to do it well step by step closer to their</p>	<p>ITE WS SC IT</p>

	goals.	
R47	And then do you think IELTS teacher has important roles especially in building learners' IELTS skills?	
P47	Yes of course. I mean not everyone can teach IELTS. Well, it's also because IELTS has different purpose in English language learning. But I do believe that my role as an IELTS teacher is important because I have my own purpose to share my knowledge in different way or stream even though all English teachers are under the same roof which is to teach English. Well, in fact, IELTS is not taught as compulsory subject in formal institutions right? So that's why we are here. We are needed as well to build someone's future. No need to be worried about anything else. Just believe in yourself.	BF RL
R48	You have been teaching IELTS for almost 10 years, is there any good or bad experience Kak?	
P48	Good or bad experiences always come and go. Good experience is more likely when I have learners which have good ability and understanding. But it can be good as well when learners actually just have average ability but the motivation to learn something new is definitely strong. I prefer to have such kind of learners because they know exactly what they want and how to get it even they have to struggle during the process. I do appreciate their effort and I'm so proud to be the one who contributes to their journey for future. And for the bad, hmm, so many but I considered those bad experiences as my personal feedback or reflection. There must be something that I don't realized either it's my performance in teaching or something else which affects learner's achievement. Well, it's just for myself to reflect. More likely about self-actualization for better performance.	RL FL
R49	Impressive. And then how do these experiences you have been experiencing for years change your life?	
P49	Well, it has changed my life a lot. Many years ago, I never imagined myself becoming an educator, especially teaching English and mastering IELTS. I've told you right? I was even from English Literature major, having no background about English Education. But then, life never betrays us. We're always expected to do something new, something better, something different. So do I. My curiosity and eagerness to do more and more lead myself up to this	IT MO FL

	<p>point. From this point, I would like to do more and more. The ups and downs when I was teaching private students, teaching in SWIFT, teaching in IONs, pursuing my TESOL program, were the true meaning of struggle. Teaching many people, trying to bring somebody else's ability up, doing this and that to improve others' ability as well as myself are definitely unbelievable and impressive experiences ever. I also realized that teaching is not only about sharing knowledge, but also it's all about how we perceive something for others as well as for ourselves. You share something important then you get something meaningful. Those two words are different. Important is just important or needs to know by somebody else. But meaningful is more than important. It also feels that your body and soul feel the positive vibes. All of these years, full of enriching experiences, I couldn't thank enough to universe bringing myself so far. It definitely grows my personal understanding and belief through actions and intentions I have been doing. I'm feeling so proud and grateful for myself.</p>	
R50	Wow such a good closing for today. Thank you so much Kak Andrew buat inspiring storiesnya. Couldn't thank enough for your kindness and assistance so far.	
P50	Anytime. Just let me know if you need anything else. Wish you the best of luck for your research ya!	

Appendix 5

SORTED DATA

Part 1. Description of Teacher’s Previous English Language Learning and Teaching Experience

Codes

- BF : Belief
- CL : Challenge
- FL : Feeling
- IT : Intention
- ITE : IELTS Teaching Experience
- MO : Motivation
- P : Participant
- PELLE : Previous English Language Learning Experience
- PELTE : Previous English Language Teaching Experience
- PILE : Previous IELTS Learning Experience
- WS : Writing Skills

Code : BF (Belief)	
P5	I used to play any recording in English when I did something else. Misalnya aku lagi duduk santai sambil kerjain tugas, aku nyalain YouTube terus cari video yang durasinya panjang dan pakai Bahasa Inggris. Tinggal di play aja terus sambil ngerjain yang lain, jadi semacam backsound aja dan nggak perlu didengerin in detail. Lama-kelamaan kayak aku percaya dari alam bawah sadarku itu terbiasa dengerin orang ngomong pakai Bahasa Inggris dan terbiasa buat pakai accentnya. I prefer to use American accent as it’s easier for me. Well walaupun pakai British juga bisa sih, tapi some words are different to pronounce right?
Code : CL (Challenge)	
P7	Since I was very eager to study in UGM, so I chose English Literature. Dulu awal-awal kuliah ngerasa susah karena nggak ada basic sastra kan, soalnya dulu mikirnya cuma pengen program studi yang pakai Bahasa Inggris. Udah gitu aja hahaha... But it turned out it’s quite challenging because there were so many theories to learn dan aku orangnya nggak terlalu suka sama yang teori-teori gitu. Tapi ya akhirnya mau nggak mau harus dijalani dan sisi bagusnya kemampuan Bahasa Inggrisku juga jadi semakin meningkat as all students and lectures were using English both inside and outside the classroom.
P10	In the last year of my undergraduate study, I decided to apply for part-time English teacher in some English courses. English course yang pertama kali aku join itu SWIFT English School. At that time, I was asked to teach English for general purposes. It’s more likely daily

	conversation class but it's divided into two main categories. After teaching multiple conversation classes, I was introduced to teach exam preparation program which was TOEFL.
P15	In IELTS, we have all four skills to be assessed. We have listening, reading, writing, and speaking. The receptive skills like listening and reading are less challenging for me because we have all information needed to answer questions. Speaking requires us to be ready and spontaneously answer questions, of course, based on our opinions proven by factual information. The last one is writing. Ini yang menurutku so challenging karena buatku sendiri, menulis itu bukan hal yang mudah. Semacam butuh waktu yang lama buat pemanasan, buat cari ide-idenya, pengembangannya nanti kayak apa. Belum lagi harus stick to the grammar and the way we choose the vocabs. It's so challenging.
P25	Demandnya itu semakin lama semakin tinggi karena semakin kesini semakin banyak orang yang butuh IELTS. Biasanya buat mereka college students yang mau exposure ke luar negeri atau mau student exchange dan persyaratannya pakai IELTS. Dulu sewaktu awal-awal buka, sempat banget kewalahan karena waktu itu yang ngajar IELTS cuma aku sendiri, belum ada teachers lain di Discovery yang capable enough to teach IELTS.
Code : FL (Feeling)	
P2	My pleasure for sharing knowledge and experience to others. Apalagi ini buat research yang kontribusinya untuk development of education.
P9	I felt happy and satisfied with myself because I could transfer my knowledge to others. It also turned out that their reaction was so unbelievable. I mean mereka itu ternyata seneng kalau pas les Bahasa Inggris sama aku karena katanya nggak boring. Tapi memang karena aku memposisikan muridku itu sebagai partner belajar jadi selama ngajarin mereka ya aku sefleksibel dan se-enjoy mungkin dan mereka pun bisa ngerasain hal yang sama.
P12	After graduated from undergraduate study, I found myself enjoyed about teaching English.
P19	It was so exciting. I mean the situation and the things we discussed in the class were completely different. At first, of course, I felt confused as I did not get used to teach IELTS even though I was familiar with the materials. Maybe it was because I had not met my teaching style yet in teaching IELTS. But it was fun actually. I know that IELTS is more like a serious course but still I managed to make the class as well as learners to feel happy and relax all the time. So after teaching the class, I sometimes asked them how they felt. I turned out that they enjoyed the class and wanted to learn more.
P24	Surprisingly, so many people or college students register for IELTS preparation class. Aku jujur agak heran juga karena kan ini kursus

	baru banget buka tapi kok banyak yang daftar buat IELTS preparation class.
P25	I felt that teaching IELTS is not easy and it needs somebody who is really capable of.
Code : IT (Intention)	
P8	Alright, related to that question about teaching English, yes of course I was intended to teach English when I was still doing my undergraduate program.
P18	Nah jadi setelah selesai training, I was handling some general English classes and TOEFL as well. Kalau nggak salah hampir 1 tahunan dari Januari 2012 sampai hampir pertengahan 2013 sekitar bulan Juni, aku handle kelas general English sama TOEFL. After that, the academic team leader met me in person and asked me whether I was ready to teach IELTS or not. Saat itu aku langsung bilang “yes, of course” because I felt that it’s my time to upgrade myself by teaching IELTS.
P21	Well, I stayed in IONs quite long starting late 2011 until mid of 2017. Around June 2017, I proposed my resignation. Jujur waktu itu berat banget mau resign because I felt like I found a place where I should be. But the world needs to keep moving forward right? So, I decided to get other new and challenging experiences.
P22	When I was in Flinders taking TESOL program, I dreamt and intended to have my own business in the educational field in the form of a solid English course with a building or an office, so that people would register and stay there to learn English. Stay here means that during the course, they could enjoy all facilities provided in the office. Besides, I wanna provide a place for the job seekers who are capable in English language teaching. Then, after several months of planning many things, I built this place namely Discovery English Jogja.
P23	Tapi of course buat development of others and myself terutama di English language learning and teaching ya. Tapi at first aku juga set certain goals, apa yang bakal jadi the most highlighted program disini, maksudnya akan lebih fokus di program apa gitu. Here, we offer 3 main programs. General English ya semacam conversation class, and then English for Specific Purposes yang ini seputar English for Business atau Finance misalnya. Nah yang terakhir itu English for Academic Purposes yang isinya itu TOEFL sama IELTS preparation class.
Code : ITE (IELTS Teaching Experience)	
P19	At first, of course, I felt confused as I did not get used to teach IELTS even though I was familiar with the materials. Maybe it was because I had not met my teaching style yet in teaching IELTS. But it was fun actually. I know that IELTS is more like a serious course but still I managed to make the class as well as learners to feel happy and relax all the time. So after teaching the

	<p>class, I sometimes asked them how they felt. I turned out that they enjoyed the class and wanted to learn more. They said that the materials were difficult to understand especially if it was the first time to learn IELTS, but the teacher managed everything clearly.</p>
P20	<p>Yes of course, I feel myself updated towards issues around me and the world. Maksudnya kan nggak gampang ya ngajar IELTS, tapi semakin lama ya semakin terbiasa. It feels like I'm enriching myself through teaching. It's because IELTS materials are always changing depending on the current issues. Although, the organization of the materials is the same, but the way we deliver the materials also keeps improving.</p>
P24	<p>Surprisingly, so many people or college students register for IELTS preparation class. Aku jujur agak heran juga karena kan ini kursus baru banget buka tapi kok banyak yang daftar buat IELTS preparation class. Setelah dicari-cari ternyata sebagian besar mereka yang daftar disini itu my former students back then when I was in IONs. Tapi kita tetap kasih materi yang sama dan treatment yang sama, secara aku kan bertahun-tahun ngajar di IONs jadi bisalah diterapin di Discovery.</p>
P26	<p>That's right. Karena aku melihat potensinya ada dan demand IELTS ini kan bakal terus ada dan bahkan meningkat setiap tahunnya gitu ya, so I provide training for those who are capable to teach IELTS. Ya semacam aku di IONs dulu, harus ditraining tentang materinya apa aja, skillsnya apa aja, sampai ke cara ngajarnya tiap pertemuan itu gimana. Jadi biar lebih seragam aja walaupun aku tidak membatasi tiap teacher untuk berkreatifitas ya. Tiap teacher kan punya their own personal style of teaching jadi nantinya mereka mau nambahin games atau exercise apapun itu it's up to them. Tapi at least kita punya guidelines buat ngajar IELTS yang lebih well-organized aja gitu.</p>
<p>Code : MO (Motivation)</p>	
P5	<p>Tapi mulai SMP itu lebih tertarik karena di Jogja banyak foreigners dan kepikiran buat pengen ngobrol sama mereka. Terus motivasinya mulai dari itu jadi lebih tertarik sama Bahasa Inggris, cuma karena pengen bisa ngobrol sama bule hahaha...</p>
P12	<p>So I decided to find a program where as non-English native speaker could be certified to teach English as a foreign or second language. Jadi aku coba cari program bersertifikasi buat ngajar Bahasa Inggris as a foreign or second language. Kan aku lulusan Sastra Inggris jadi cuma ada ijazah aja. Kalau misal dari background pendidikan biasanya ada akta 4 atau sejenisnya yang nunjukin kalau itu sertifikat pengajar. Setelah cari-cari yang di Jogja or even Indonesia nggak ada yang cukup meyakinkanku, akhirnya aku dapat satu rekomendasi dari salah satu teacher juga di SWIFT tentang TESOL di Flinders University, Australia.</p>
P16	<p>That's right. Ini berpengaruh banget apalagi aku orangnya always curious on something new dan pengen tau sebanyak-banyaknya jadi pernah kayak ngucap sendiri "aku pengen deh suatu saat nanti bisa</p>

	ngajar IELTS dan menguasai how to teach IELTS skills”. Karena aku pribadi setelah ngajar beberapa kali dan feedback yang aku dapat dari students juga bagus dan saat itu melihat demand of doing IELTS preparation juga tinggi, jadi kepikiran buat bisa ngajar dan mastering IELTS.
Code : PELLE (Previous English Language Learning Experience)	
P5	Dulu aku baru diajarin Bahasa Inggris mulai SD kelas 3 atau 4 kalau nggak salah. It was still the very basic and simple words in English. Jadi kayak book, table, chair, and many more. Mulai SMA juga aktif ikut semacam organisasi kayak English debate, becoming story teller, ya walaupun dulu sangat nggak mudah buat pronounce words in English accurately tapi dengan banyak latihan jadi lebih terbiasa.
P7	Since I was very eager to study in UGM, so I chose English Literature. But it turned out it’s quite challenging because there were so many theories to learn dan aku orangnya nggak terlalu suka sama yang teori-teori gitu. Tapi ya akhirnya mau nggak mau harus dijalani dan sisi bagusnya kemampuan Bahasa Inggrisku juga jadi semakin meningkat as all students and lectures were using English both inside and outside the classroom. Intinya jadi lebih terbiasa pakai Bahasa Inggris, lebih lancar cas cis cus entah itu grammarnya masih salah atau gimana yang penting ngomong aja hahaha...
P12	Setelah cari-cari yang di Jogja or even Indonesia nggak ada yang cukup meyakinkanku, akhirnya aku dapat satu rekomendasi dari salah satu teacher juga di SWIFT tentang TESOL di Flinders University, Australia. Let me explain. TESOL is the abbreviation for Teaching English as a Second Language. It offers programs which are intended for those who want to teach English as a second language in the non-English speaking countries. It’s certified program in which the candidate is freely to choose the duration of the program. Jadi kita bisa milih mau berapa bulan atau berapa tahun ambil program TESOL itu. At the end, kita dikasih sertifikasi pengajar buat ngajar English as a second language.
P17	After finishing my course in IONs, I applied for Australian Awards to get my TESOL program in Flinders University, Australia. I took my first IELTS official test and surprisingly I got 7.5 for my overall band score. It’s high at that time and enough for the required score for the requirement of scholarship. Setelah semua syarat terpenuhi terus daftar dan akhirnya aku lolos buat dapat scholarshipnya. I went to Australia in October 2010. I took a year program of TESOL.
Code : PELTE (Previous English Language Teaching Experience)	
P8	Starting from third semester, I think, I started to be an English teacher. Walaupun majorku itu Sastra Inggris tapi aku coba aja jadi English teacher. I used to get about grammar thingy and others when I was in junior and senior high school. Jadi aku coba recalling that memories sambil aku belajar lagi dan cari sumber materi di internet or YouTube.

	Mulai dari situ aku jadi private English teacher dulu. Ngajar murid SMP atau SMA dari rumah ke rumah. Capek sih ya harus wira wiri kesana kemari but I think it's worth for developing my skills in teaching. Karena pada dasarnya aku nggak ada basic buat ngajar jadi ya dengan cara jadi private teacher itu aku mencoba memahami, memperbaiki, sekaligus meningkatkan kualitas mengajarku.
P9	I mean mereka itu ternyata seneng kalau pas les Bahasa Inggris sama aku karena katanya nggak boring. Tapi memang karena aku memposisikan muridku itu sebagai partner belajar jadi selama ngajarin mereka ya aku sefleksibel dan se-enjoy mungkin dan mereka pun bisa ngerasain hal yang sama.
P10	In the last year of my undergraduate study, I decided to apply for part-time English teacher in some English courses. English course yang pertama kali aku join itu SWIFT English School. At that time, I was asked to teach English for general purposes. It's more likely daily conversation class but it's divided into two main categories. After teaching multiple conversation classes, I was introduced to teach exam preparation program which was TOEFL.
P11	When I'm teaching conversation class, it's more flexible and enjoyable because we are asked and forced to speak a lot even if we're not fluent enough. Jadi kayak lebih ngalir aja kalau ngajar kelas conversation karena basically kayak ngobrol biasa aja, cuma pakai Bahasa Inggris dan ada topik yang dibicarakan. But when I'm teaching TOEFL, it's more well-organized ya, in terms of the materials even how we deliver the materials itu juga terstruktur.
P18	Nah jadi setelah selesai training, I was handling some general English classes and TOEFL as well. Kalau nggak salah hampir 1 tahunan dari Januari 2012 sampai hampir pertengahan 2013 sekitar bulan Juni, aku handle kelas general English sama TOEFL. After that, the academic team leader met me in person and asked me whether I was ready to teach IELTS or not. Saat itu aku langsung bilang "yes, of course" because I felt that it's my time to upgrade myself by teaching IELTS. Seperti yang aku bilang sebelumnya, IELTS is different and challenging as it requires us to be updated with current issues in the society.
Code : PILE (Previous IELTS Learning Experience)	
P13	I was familiar to almost requirements needed, except IELTS official test. Jadi waktu itu aku sempat bingung apa itu IELTS dan dimana harus ambil tesnya dan tesnya kayak apa. Setelah itu aku coba cari informasi tentang IELTS dan saat itu aku baru tau kalau mau ambil IELTS official test ya setidaknya ada preparation program supaya lebih familiar sama tesnya nanti. Jadi saat itu aku mutusin cari English course yang nyediain program IELTS preparation. Finally, I found an English course which offered IELTS preparation program. I registered myself in IONs Education for having that preparation program. I

	decided to take it there because I saw the demand was quite high and many students or people also registered themselves in IONs. So I thought this place was reliable and well-known for the IELTS preparation program.
P14	For me, IELTS is more challenging. It requires us to be able to familiar or be updated with current issues. IELTS lebih terkoneksi sama pengetahuan umum tapi tetap ada skills yang di assess. Skills yang diuji kurang lebih sama, cuma the organization of the test is different compared to others.
P15	In IELTS, we have all four skills to be assessed. We have listening, reading, writing, and speaking. The receptive skills like listening and reading are less challenging for me because we have all information needed to answer questions. Speaking requires us to be ready and spontaneously answer questions, of course, based on our opinions proven by factual information. The last one is writing. Ini yang menurutku so challenging karena buatku sendiri, menulis itu bukan hal yang mudah. Semacam butuh waktu yang lama buat pemanasan, buat cari ide-idenya, pengembangannya nanti kayak apa. Belum lagi harus stick to the grammar and the way we choose the vocabs. It's so challenging.
Code : WS (Writing Skills)	
P15	The last one is writing. Ini yang menurutku so challenging karena buatku sendiri, menulis itu bukan hal yang mudah. Semacam butuh waktu yang lama buat pemanasan, buat cari ide-idenya, pengembangannya nanti kayak apa. Belum lagi harus stick to the grammar and the way we choose the vocabs. It's so challenging.

Part 2. Description of Teacher’s Previous English Language Learning and Teaching Experience

Codes

- AC : Action
- BF : Belief
- CL : Challenge
- FL : Feeling
- IT : Intention
- ITE : IELTS Teaching Experience
- MO : Motivation
- P : Participant
- PELLE : Previous English Language Learning Experience
- RL : Role
- SC : Scaffolding
- US : Understanding
- WS : Writing Skills

Code : AC (Action)	
P22	Jadi pertama kali yang harus kita tau buat ngajar IELTS writing itu initial knowledge of the learners. We need to know their style of writing because IELTS needs academic style of writing. Jadi kayak nggak sembarangan gitu aja nulisnya, apalagi ini konteksnya di IELTS academic.
P33	Since Discovery applies the diagnostic test for those who register themselves here, jadi aku akan liat hasil writing dari diagnostic testnya. Dari situ biasanya aku udah bisa tau seberapa kemampuannya. But in order to make sure that my judgement is accurate enough, at first meeting of the class, I ask them to write all tasks. Jadi kalau di IELTS academic writing itu kan ada 2 tasks. Task 1 itu biasanya seputar chart/diagram/table yang mana learners itu harus mendeskripsikan data itu. Dan di Task 2 itu biasanya about giving opinions on certain issue.
P35	Jadi ya pertama harus tetap sesuai silabus untuk materinya, karena yang namanya materi kan nggak bisa serta merta diubah ya. Yang diubah itu cara penyampaian materinya. The way I deliver materials to learners with low ability is of course different to those who are already good. Each plan needs to be stretched so that each component of the materials can be understood well by the learners. Butuh penyesuaian dalam hal activities in classroom yang terpenting.
P39	In my opinion, as a teacher, I need to provide supportive learning environment either for only one student or for the entire class. Then, I need to positioning myself as a facilitator of knowledge instead of the dominant expert. For me, it affects the learner’s psychological matter if I can be their facilitator instead of being the one who is knowing

	everything. Pasti rasanya kayak intimidating kalau teacher itu dianggap superior sama learners.
P40	I need to explain what sort of materials or topics that will be discussed to the learners. In teaching IELTS writing, of course, I need to explain what makes IELTS writing is different from other writings. Karena kalau di IELTS writing itu kan ada requirementnya yang harus berapa kata dalam 1 task. Misalnya Task 1, it requires 150 words within 20 minutes. Then, in Task 2, it requires 250 words within 40 minutes. Selain itu, other technical things should be explained well and as clearly as possible. Dos and don'ts in IELTS writing are also explained so that learners will be more aware before or while they're writing. So, in this step, first I would likely to introduce them the sample answers of writing task so they would be familiar with the organization of the writing as well as improving their knowledge of language such as grammar and vocabs. Second, along with the learners, we perform the task together. Here, they can give any suggestion and I will add it using board or any learning media. I will also ask them to write down their suggestion on their paper. Third, I will ask learners to work with partner to discuss and complete the task. Baru setelah itu, at the end, learners can demonstrate what they have done individually and they feel satisfied because they're successfully completing the task.
P41	Tapi overall, mostly I use like cue cards, mind maps, or handouts. For each media, I usually develop it into several things which cover hints, prompts, explanations, or examples. But so far, I always use like advance organizers. It's kind of media or tool used to introduce new topic along with its tasks. I found it when I was teaching in IONs. It's very useful to help learners grasp the new topic. It visualizes diagrams, flow charts, or outlines, and each of them has their own function.
P43	Biasanya kalau ada special case yang learners itu terlampau susah buat diajarin padahal kita sebagai teacher udah semaksimal mungkin assist mereka, ya biasanya aku diskusi sama other teachers buat cari solusinya gimana. After that, I will try to find the very simplest way of how to assist them. Biar gimanaapun itu kita harus bantu learners buat achieve their goal.
Code : BF (Belief)	
P39	What I believe when I'm doing teaching and learning process is that learners are also my teachers so we are all sharing knowledge between one and another. Intinya supaya mereka itu nggak punya rasa pekewuh kalau orang Jawa bilang, untuk belajar hal yang baru. Jadi dengan begitu proses belajar mengajar itu lebih meaningful both for them and myself dan sejalan sama tujuan pembelajarannya.
P40	Sampai di stage ini, aku sebagai teacher harus kasih feedback karena menurutku akan berpengaruh banget sama learner's achievement

	nantinya.
P41	Sumpah itu membantu banget dari segi aku sebagai teacher, apalagi buat learners. Jadi apapun itu lebih terorganisir dan aku sebagai teacher juga jadi tau di titik-titik mana aja harus assist the learners or let them work by themselves.
P47	Yes of course. I mean not everyone can teach IELTS. Well, it's also because IELTS has different purpose in English language learning. But I do believe that my role as an IELTS teacher is important because I have my own purpose to share my knowledge in different way or stream even though all English teachers are under the same roof which is to teach English.
Code : CL (Challenge)	
P45	Well, what I know is that in scaffolding, we have degree of support and challenge. If there is high challenge for learners, there must be high support from teacher. If there is low challenge for learners, there must be low support from teacher. Well, it depends to situation as well. As a teacher, I personally should be aware with my classroom situation as what others do, right? The most important thing is that I should be ready with any kind of situation and should have back up plans.
Code : FL (Feeling)	
P34	After knowing the initial ability of the learners, and then what? What should I do to improve this learner's writing skills? Is the materials appropriate enough to be given? Such kind of questions always pop up in my mind if it comes up with teaching writing. Always brings confusion to me.
P42	Hmm of course, it's kind of my personal pleasure when I scaffold or assist learners and they respond it very well and get good achievement. It feels like I'm contributing a lot to their future.
P48	Good or bad experiences always come and go. Good experience is more likely when I have learners which have good ability and understanding. But it can be good as well when learners actually just have average ability but the motivation to learn something new is definitely strong. I prefer to have such kind of learners because they know exactly what they want and how to get it even they have to struggle during the process. I do appreciate their effort and I'm so proud to be the one who contributes to their journey for future.
P49	All of these years, full of enriching experiences, I couldn't thank enough to universe bringing myself so far. It definitely grows my personal understanding and belief through the actions and intentions I have been doing. I'm feeling so proud and grateful for myself.

Code : IT (Intention)	
P22	Jadi pertama kali yang harus kita tau buat ngajar IELTS writing itu initial knowledge of the learners. We need to know their style of writing because IELTS needs academic style of writing. Jadi kayak nggak sembarangan gitu aja nulisnya, apalagi ini konteksnya di IELTS academic.
P33	But in order to make sure that my judgement is accurate enough, at first meeting of the class, I ask them to write all tasks. Jadi kalau di IELTS academic writing itu kan ada 2 tasks. Task 1 itu biasanya seputar chart/diagram/table yang mana learners itu harus mendeskripsikan data itu. Dan di Task 2 itu biasanya about giving opinions on certain issue. Nah biasanya aku akan minta mereka nulis 2 tasks itu diawal meeting supaya treatment yang nantinya aku sampaikan ke mereka itu lebih tepat sasaran sesuai sama apa yang mereka masih belum paham gitu.
P39	For me, it's my intention to make learners to be able to grasp new knowledge easily without any sense of uncomfortable feeling.
P40	Sampai di stage ini, aku sebagai teacher harus kasih feedback karena menurutku akan berpengaruh banget sama learner's achievement nantinya.
P49	Teaching many people, trying to bring somebody else's ability up, doing this and that to improve others' ability as well as myself are definitely unbelievable and impressive experiences ever. I also realized that teaching is not only about sharing knowledge, but also it's all about how we perceive something for others as well as for ourselves. You share something important then you get something meaningful.
Code : ITE (IELTS Teaching Experience)	
P39	In my opinion, as a teacher, I need to provide supportive learning environment either for only one student or for the entire class. Then, I need to positioning myself as a facilitator of knowledge instead of the dominant expert. For me, it affects the learner's psychological matter if I can be their facilitator instead of being the one who is knowing everything. Pasti rasanya kayak intimidating kalau teacher itu dianggap superior sama learners.
P46	In English language teaching, especially IELTS writing, it plays a big role. Building learner's writing skills is not easy. It has to step by step. It needs more pratices. It needs trials and errors.
Code : MO (Motivation)	
P49	Many years ago, I never imagined myself becoming an educator, especially teaching English and mastering IELTS. I've told you right? I was even from English Literature major, having no background about English Education. But then, life never betrays us. We're always expected to do something new, something better, something different. So do I. My curiosity and eagerness to do

	more and more lead myself up to this point. From this point, I would like to do more and more.
Code : PELLE (Previous English Language Learning Experience)	
P36	Sure. When I was doing my TESOL program, I was introduced with this term since it becomes part of teaching and learning process.
Code : RL (Role)	
P47	But I do believe that my role as an IELTS teacher is important because I have my own purpose to share my knowledge in different way or stream even though all English teachers are under the same roof which is to teach English. Well, in fact, IELTS is not taught as compulsory subject in formal institutions right? So that's why we are here. We are needed as well to build someone's future. No need to be worried about anything else. Just believe in yourself.
P48	Good or bad experiences always come and go. Good experience is more likely when I have learners which have good ability and understanding. But it can be good as well when learners actually just have average ability but the motivation to learn something new is definitely strong. I prefer to have such kind of learners because they know exactly what they want and how to get it even they have to struggle during the process. I do appreciate their effort and I'm so proud to be the one who contributes to their journey for future.
Code : SC (Scaffolding)	
P37	Based on my understanding, scaffolding is more likely how a teacher assists the learners in a certain period so that they are able to perform or complete the task well.
P40	In the second and third steps, I usually provide more scaffolds to them by giving hints, clues, or any ways to help them. Contohnya aku akan pakai semacam additional exercises atau games dulu yang itu masih berkaitan sama topik yang lagi didiskusii. Karena terkadang learners itu butuh sesuatu yang menyenangkan dulu tapi tetep tujuannya buat bantu mereka selesaiin tugasnya.
P42	Hmm of course, it's kind of my personal pleasure when I scaffold or assist learners and they respond it very well and get good achievement. It feels like I'm contributing a lot to their future ya hahaha... But I'm serious. I think it's every teacher's dream when they successfully bring the learners to achieve something new with good result. Tapi kalau situasinya berkebalikan ya wallahualam rasanya bingung juga hahaha... Misalnya kita udah provide segala macam tapi improvementnya itu lambat atau sedikit banget. Padahal kalau yang biasanya mau ambil IELTS itu kan waktunya mepet tapi kalau kemampuannya segitu-gitu aja itu yang biasanya bikin agak khawatir. Apalagi buat writing section, untuk dapet band

	score 5.5 atau 6 aja itu susah banget, butuh trial and error berkali-kali sampai dapet pattern yang sesuai.
P44	Still stick to the basic plan. Jadi tetap kasih materinya, additional exercises, tapi treatmentnya yang lebih di adjust. Karena handle learners dengan special case yang masih low banget itu butuh kesabaran lebih. Of course, the scaffolding part is much more active compared to the usual situation. Kalau special case yang learners itu udah pinter banget, of course, the degree of support or scaffolding is a bit low.
P45	Ya it's true. Well, what I know is that in scaffolding, we have degree of support and challenge. If there is high challenge for learners, there must be high support from teacher. If there is low challenge for learners, there must be low support from teacher. Well, it depends to situation as well. As a teacher, I personally should be aware with my classroom situation as what others do, right? The most important thing is that I should be ready with any kind of situation and should have back up plans.
P46	Well, in every aspect of life, scaffolding is always has its own place. In English language teaching, especially IELTS writing, it plays a big role. Building learner's writing skills is not easy. It has to step by step. It needs more practices. It needs trials and errors. It's not instant, you know. Scaffolding is there to help both sides; teacher and learners. Of course, it affects to the learner's achievement. It doesn't have to directly get higher score, but at least, the learners know how to do it well step by step closer to their goals.
Code : US (Understanding)	
P34	Karena yang namanya kemampuan setiap orang itu kan beda-beda. Misalnya kalau liat hasil awal writingnya "duh kok gini ya? masih low banget ya", itu kadang bikin aku sebagai teacher itu merasa underpressure juga. Beda cerita kalau misalnya hasil awal writingnya itu udah mencapai band score katakanlah 5.5 atau 6.0, itu rasanya ada kelegaan tersendiri karena effort yang dikeluarkan nantinya buat ngajar IELTS writing itu nggak sebanyak dan seberat kalau misal hasil awalnya katakanlah ada di band score 4.0 atau 5.0. In fact, based on my experience so far, if someone wants to apply for scholarship or go aboard for continuing study or work, the requirement score needed for IELTS is about 6.0 up to 7.5.
P36	Sure. When I was doing my TESOL program, I was introduced with this term since it becomes part of teaching and learning process.
P37	Based on my understanding, scaffolding is more likely how a teacher assists the learners in a certain period so that they are able to perform or complete the task well.
P38	I learned those things when I did my TESOL program. That zone where learners can do the task well is called the zone of proximal

	development. I still remember how those things work.
Code : WS (Writing Skills)	
P22	Okay, talking about writing skills, it's part of the productive skills. So we assume that we need to produce something as the result of our action. It's tricky actually to teach IELTS writing, especially for those who are not familiar with. Karena akan sangat susah untuk finding ideas, developing into sentences and paragraphs, even choosing the right terms or vocabs.
P46	Well, in every aspect of life, scaffolding is always has its own place. In English language teaching, especially IELTS writing, it plays a big role. Building learner's writing skills is not easy. It has to step by step. It needs more pratices. It needs trials and errors.



Appendix 6

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Level group	Level	Description
A Basic user	A1 Breakthrough	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2 Waystage	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B Independent user	B1 Threshold	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2 Vantage	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C Proficient user	C1 Advanced	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer clauses and recognise implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	C2 Mastery	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Appendix 7

IELTS BAND SCORE

Band score	Skill level	Description
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.
4	Limited user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non-user	The test taker has no ability to use the language except a few isolated words.
0	Did not attempt the test	The test taker did not answer the questions.

Appendix 8

IELTS WRITING TASK 1 – BAND DESCRIPTORS



WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inaccuracies
7	<ul style="list-style-type: none"> covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places (A) recounts detail mechanically with no clear overview; there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> fails to address the task, which may have been completely misunderstood presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> answer is barely related to the task 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

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Appendix 9

IELTS WRITING TASK 2 – BAND DESCRIPTORS

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WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses a position but the development is not always clear and there may be no conclusions drawn presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate presents a position but this is unclear presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> does not adequately address any part of the task does not express a clear position presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> barely responds to the task does not express a position may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
0	<ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

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