Self-Reflective Practice on Scaffolding Skills:
A Self-Study during the Student-Teacher's Online Teaching Practicum Process

Aulia Adilla Aji[1], Yazid Basthomi[2], Mirjam Anugerahwati[3]

[1,2,3]Universitas Negeri Malang

ARTICLE INFORMATION	ABSTRACT
  Correspondence Address: Aulia Adilla Aji Universitas Negeri Malang E-mail: aulia.aji@gmail.com	**Abstract:** This study aims to self-reflect the student-teacher's (ST's) scaffolding during her online teaching practicum practice. The self-reflective was conducted in six meetings using a Zoom Application. It utilized a thematic analysis from Braun Clarke (2006). The findings showed that the student-teacher was able to: (1) be aware of her scaffolding drawbacks and improved significantly in the next meetings, (2) improve students' understanding, (3) conduct appropriate scaffolding learning process by utilizing various graphic organizers and media. While the student teacher was effective in using the scaffolding technique, each theme's improvement path is different. Every meeting is typically used to develop it, and it is acquired in a step-by-step manner.

A gate to become a professional teacher is to graduate from a teacher education program. Furthermore, to develop a teacher's professionalism, it is a must that those who want to become a teacher finish their studies at a college of education and gain a teacher certification as proof of the professional teaching knowledge (Alexander, Fox, and Gutierrez 2019). For this reason, a teacher ought to provide students with adequate knowledge in a specific subject (Andreasen, Bjørndal, and Kovač 2019). Furthermore, the teacher plays a central role in enhancing the quality of education because they will re-generate new agents of change (Ping, Schellings, and Beijaard 2018; Van der Heijden et al. 2015). Due to this, a teacher must communicate well to deliver and make students understand the materials well (Khan et al. 2017). Therefore, to foster students' comprehension, a teacher must be able to have a mastery of the materials as it will show the level of competence that the teacher has. Besides that, another quality of a great teacher includes encouraging the students and teaching them patiently (Miller 2012). Last but most importantly, a teacher must reflect on their teaching and learning process as a life-long learner (Van der Heijden et al. 2015). The reason is that self-reflecting enables the teacher or lecturers to self-evaluate their weaknesses critically. As a result, in the future terms, the teachers or lecturers will be able to creatively plan the teaching and learning process (Miller 2012; Van der Heijden et al. 2015).

It is unavoidable that a teacher makes several mistakes throughout teaching and learning. For this reason, it is significantly crucial to self-reflect on the overall strategy to know whether the teaching and learning process has met the intended goals and to analyze their weaknesses on a specific skill of teaching (Ratnaningsih 2015). Moreover, the reflective practice aims to raise the teacher's awareness of their teaching and learning process, which includes: what happened in their classes, why it happened, and the result of learning (Nguyen 2017). In doing the self-reflection, a teacher must consider several teaching skills, such as (1) scaffolding skills, (2) questioning skills, (3) reinforcement skills, (4) variation skills, (5) explaining skills, (6) learning skills opening and closing, (7) small group discussion guiding skills, and (8) small classroom management skills (Gultom, Hutauruk, and Ginting 2020).

However, to limit the scope of the study, she will focus on self-reflecting of scaffolding skills using her teaching video because it can be a powerful tool for her as a self-reflector to progress on her teaching and learning process later on (Blomberg et al. 2013). Instructional scaffolding is a type of support provided by a teacher that aims to increase students' participation and understanding of the related material (Spector et al, 2014). According to Gonulal and Loewen (2018), to perform an effective scaffolding process, the teacher must know the student's level of comprehension and work at the same or a slightly higher level of understanding and the type of scaffolding technique that is salient. The most prominent instructional scaffolding techniques are these scaffolding techniques will allow teachers to assist students in developing their knowledge within their capability, or higher. For these reasons, scaffolding is an essential skill that teachers need when teaching in real classroom situations since it will ensure students' understanding from the teacher's point of view. In other words, if students were able to understand the teacher's questions, it means that students understood the overall lesson.

Studies on video-conferencing application-based self-reflection are essential in general because previous researchers have reported these studies in the past five years, from 2016 until 2021. First, a study by Abidin, Budayasa, Khabibah (2021). Their study explored a self-reflection of mathematic pre-service teachers using an in-depth interview and observation method in a descriptive-qualitative way. Aspects reflected by the mathematics pre-service teachers are teaching and learning elements. The content of the subject matter and the teaching methodology are the focus of the study in the teaching aspect. Meanwhile, the mathematic pre-service teachers reflected on content, method, knowledge acquisition, and application in the learning aspect. The findings displayed that video-conferencing applications, such as Google Meet, help evaluate themselves in preparation of the materials. Moreover, based on the reflective questionnaire, skills in opening and closing lessons and explaining the material had improved by watching themselves in the recordings of the meetings obtained from video-conferencing applications, such as Google Meet and Zoom VC Application. Another study by Özkanal, Yüksel, and Uysal (2020) also researched reflective practice during online learning. Their study observed pre-service teachers' experience during teaching online at EBA TV Platform offered via broadcasting platforms. Their study used a qualitative case-study method and used 32 participants selected with purposive sampling technique. The overall online reflection showed that the students liked three essential components during the teacher's teaching: teachers' body language and realia as the medium of instruction. However, several problems occurred during the teaching and learning process, e.g., lack of interaction between students and teachers, improving their EBA TV Platform.

Another study by Ismawati and Prasetyo (2020) examined the effectiveness of the Zoom Video Conferencing Application on 64 pre-schoolers aged 4-5 years old with a descriptive quantitative method. Furthermore, they also used a pre-test and post-test to know the effectiveness of utilizing the Zoom Video Conferencing Application on young learners. The result showed that the implementation of the Zoom Video Conferencing Application supported distance learning. Moreover, it allows the young learners to absorb the materials quickly. The materials include washing their hands, brushing their teeth, introducing physical distancing, names of vegetables and animals, and coloring with a difference in the pre-test and post-test.

Similarly, a study by Sandiwarno (2016) also investigated the usage of video-conferencing in students' overall learning process. His research displays that students preferred to use collaborative video-conferencing to let educators explain the materials. In contrast, for the students, it will allow them to pose questions if they do not understand the educators' explanation. In addition, Burhan-Horasanlı, Elif, Ortaçtepe, and Deniz (2016) also investigated reflective practice with online discussion platforms and journal portfolios. Their study investigated in-service EFL teachers' reflective practice online discussions in a graduate course. The findings displayed that reflection-on-action focused on two themes, learner and teacher identity, with the main problems of anxiety and teacher-centered teaching style. Next, reflection-in-action implemented a less stressful teaching environment and increased their teaching and learning environment. The teacher allocated some time to discuss some topics such as music or football. Students can easily discuss their ideas because the teacher did not correct their grammar mistakes. Linear to this, Kotera, et al. (2021) researched a reflective practice of online learning in the health care department in a particular university. The findings showed that online learning had run smoothly, especially when using active algorithm applications, video-conferencing applications, and Padlet as the media of virtual discussion. Moreover, the lecturer also motivated their students by resilience building which means psychological coping construct that embraces one's internal quality and behaviours(Grant, Kinman, and Alexander 2014).

Although several studies on teacher self-reflection in many countries, a self-study using video recording obtained from Zoom Application as the media of self-reflection that focuses the scaffolding of college-level education students is underexplored, especially in Indonesia. The findings by Correia, Liu, and Xu (2020) explained the preferences in using video conferencing applications, such as Google Meet, Zoom, Skype, Microsoft Teams, and Whats App. Based on their study, it used the Quality in Use Integrated Measurement (QUIM) method. The findings showed that Zoom Video-Conferencing Application is more applicable with more operating systems (OS) and its features are more user-friendly. As for the participants, it is more convenient to apply Microsoft Teams even though it is more sophisticated. Hence, their study suggested that Zoom Video Conferencing Application is more user-friendly.

The focus of self-reflection is on scaffolding skills. For this reason, this paper mainly focuses on the self-reflection process of the teaching practicum. In this study, the subject in the rest of the study is the student-teacher, that refers to the self-reflector and the pronoun she/her, depending on the sentence context. Furthermore, she employs the narrative inquiry methodological approach to better understand her teaching experience during her teaching practicum of Intensive Course Writing Offering D (IC Writing Offering D) that consists of 6 meetings at the State University of Malang. Narrative inquiry is a method that generates experience into stories (Clandinin, Caine, and Lessard 2018). This allows the self-reflector to understand the scaffolding process during the teaching practicum in the Intensive Course of Writing Offering D (IC Writing Offering D) at the State University of Malang, Malang, East Java. For this reason, this research focuses on answering one question: How has the student-teacher improved the scaffolding practices during the teaching practicum based on the Zoom recording and triangulation?

The outcome of this research presents information about the reflection of the teaching and learning process during teaching practicum of Intensive Course Writing Offering D (IC Writing Offering D), the State University of Malang, East Java, that consists of 6 meetings. In this study, the self-reflection process focused only on the subject's scaffolding process, which was the student-teacher conducted. The subject student-teacher (ST) was mentioned using the pronoun she or her in the rest of the study. The pronoun depended on the sentence context. The reflection process of the teaching practicum was completed and observed based on a thematic analysis in the written portfolio, which analysed and triangulated awareness, evidence of teaching,

learning process, and future-goals themes. Nonetheless, this study focused on her scaffolding teaching and learning process during the teaching practicum conducted in the Intensive Course of Writing Offering D (IC Writing Offering D) at the State University of Malang, Malang, East Java. The teaching practicum was limited to 6 meetings due to the short duration of the teaching practicum.

METHOD
Design of the Study

This study was categorized as self-study research that previously conveyed the online teaching practicum experience conducted at Intensive Course (IC) Writing Offering D Class 2020, the State University of Malang. Peercy and Troyan (2017) stated that a self-study methodology focuses on investigating the teacher educator's practice to discover how to make the method known. According to Vanassche and Kelchtermans (2015), self-study research was characterized by four elaborated elements. A self-study focuses on one's self. It is because a self-study aims to improve the self-reflector's performance. Moreover, this study utilized multiple qualitative methods to analyze the data. For this reason, this study used validity (triangulation) to ensure the self-reflection study validity, accuracy, and trustworthiness.

This study examined a subject's experiences developing the scaffolding process in the teaching and learning practicum. Specifically, the research subject mentioned in the rest of this research-paper was a student-teacher (ST) who conducted the teaching practicum at Intensive Writing Offering D Class 2020 in the State University of Malang, which referred to the main author of this paper– Aulia. However, some exceptions were mentioned, indicated by coding of initials, such as "ST" for student-teacher or "S" for student, or "TPP" for teaching practicum peer, or "LS" for lecturer supervisor.

Data Sources

Self-reflection in the current study utilized a video conference application, particularly Zoom Video Conferencing Application, which allowed her to view the teaching practicum process multiple times as the student-teacher. Besides that, they also stated that viewing recordings of their teaching in the video conferencing application allows lecturers and the student-teachers to switch perspectives between being actors and being in an audience role in their videos (Xiao and Tobin 2018). For this reason, the data source was obtained from the video recordings of Zoom Application during her teaching and learning practicum at Intensive Course Class Writing Offering D (IC Writing Offering D) 2020, which was done in six meetings due to the limited time. Furthermore, the data source was validated to ensure accuracy and trustworthiness using several instruments, starting from Teaching Practicum Questionnaire, Teaching Practicum Observation Checklist, and Interview Instrument with the Lecturer Supervisor.

Instruments of the Study

Instruments in this study implemented a reflective written portfolio. A reflective written portfolio aims to write down teachers' experiences during the teaching and learning process using a specific instrument, such as a narrative journal (Black and Plowright 2010). The current study employed a reflective written portfolio to journal the teaching during her teaching practicum in Intensive Course Writing Offering D (IC Writing Offering D), which involved six meetings. In the current study, she wrote the teaching practicum processes based on the selected themes, e.g., awareness, evidence of teaching, learning process, and future goals. After that, she triangulated the data using the validation method elaborated below.

Data Collection Method

The current study optimized her six meetings recordings obtained from a video-conferencing application, particularly Zoom Video Conferencing Application. Schedule of the Teaching Practicum at IC Writing Offering D 2020 Class). After the video recordings of the teaching practicum at IC Writing Offering D 2020 Class were played, she wrote a reflection of each theme in a reflective written portfolio. Next, the data was watched with a Windows Media Player to analyze the selected themes, adapted from Alexander, Fox, and Gutierrez (2019); and Black (2015) to self-reflect on her scaffolding skills. The themes consisted of awareness, evidence of teaching, the learning process, and future goals. These themes were chosen based on the student teacher's previous experience following the lessons. Her educators were unaware of the strengths and weaknesses during the teaching because they did not glance back and reflect on their teaching and learning process. Besides that, previous educators did not structure the learning process appropriately to promote various classroom activities that can accommodate time and students'(S) needs. Last, these themes elaborated previously enabled educators to create future goals that foster the teaching and learning process in the forthcoming meetings.

Table 1. Student-Teacher's Teaching Practicum Journal

DAY	DATE	TIME	TOPIC
Tuesday	21-Sep-21	07.00-08.30 (90')	CHAPTER 3: Paragraph Structure: Compound-Complex Sentence.
Thursday	23-Sep-21	07.00-08.30 (90')	CHAPTER 3: Paragraph Structure: Signaling Phrases.
Tuesday	26-Oct-21	07.00-08.30 (90')	CHAPTER 6: Process Paragraph: Subordinators and Practice Creating Process Paragraph
Thursday	28-Oct-21	07.00-08.30 (90')	CHAPTER 6: Process Paragraph: Time Order Signals
Tuesday	2-Nov-21	07.00-08.30 (90')	CHAPTER 7: Comparison and Contrast Paragraph: Time Signals
Thursday	4-Nov-21	07.00-08.30 (90')	CHAPTER 7: Comparison and Contrast Paragraph: and Practice Creating Comparison and Contrast Paragraph

Data Analysis Method

The data of this study were analyzed by employing thematic analysis. Thematic analysis can be defined as analyzing textual data and interpreting themes (Vaismoradi et al. 2016). The framework that will be used in this study will be adapted from Braun & Clark (2006), which consisted of 6 main steps: (1) Familiarized herself with the data; (2) Code the data; (3) Searched for themes; (4) Reviewed the themes; (5) Named the themes; and (6) Journaled the report with a written portfolio.

As previously noted, the central aspect analyzed in this research was scaffolding skills. In specific, whether the student-teacher implemented a low type of scaffolding (e.g., modeling, reducing choices, and guiding), a high type of scaffolding (i.e., extending, explaining, and comparing), and whether the student-teacher progressed in applying scaffolding skills during the teaching practicum. Furthermore, each of the steps of data analysis will be explained below.

The data analysis steps were adapted from Braun and Clarke's (2006) six-step thematic analysis framework. In the first step of data analysis, the data familiarization stage, the researcher played the video recording obtained from the previous teaching and learning process during her teaching and learning practicum at the State University of Malang, Malang, East Java which consists of 6 meetings. Every six video recordings of the teaching practicum were played to familiarize and ease the self-reflector in analyzing the data. During this stage, the self-reflector also noted down the analysis of each session. The stage took a day as the self-reflector needed to replay all recordings of the six meetings, each lasting 90 minutes.

In the second step, the data were coded using thematic analysis by Braun and Clarke (2006)'s framework. The codes assisted the self-reflector in generating the themes, which were the patterns in the data that addressed the low (e.g., modeling, reducing choices, and guiding) and high type of scaffolding skills (i.e., extending, explaining, and comparing).

Next steps, after developing the themes, the self-reflector named the themes informatively, which was adapted from Alexander, Fox, and Gutierrez (2019) and Black (2015). The themes consist of: (a) Teacher's Awareness; (b) Evidence of the Teaching, (c) Learning Process; (d) Improvements; and (e) Future Goals. These themes were chosen based on the student teacher's previous experience following the lessons. Her educators were unaware of her strengths and weaknesses during the teaching because they did not glance back and reflect on their teaching and learning process.

Moreover, each of the themes was analyzed according to the writing scaffolding practices obtained from the Zoom Application video recording of the online teaching practicum in six meetings (90 minutes each). Last, the self-reflector writes the teaching and learning process in the self-reflective journal.

Based on Table 1, each video recording of the online teaching practicum was conducted for 90 minutes. In Table 1, it can be seen that the online teaching practicum was conducted twice a week, Tuesday and Thursday, from 07.00-08.30 a.m (each lasting 90 minutes). Both days were indicated by blue (Tuesday Class) and purple (Thursday Class). Moreover, the topics delivered were selected based on the book by Oshima and Hogue (2007), Introduction to Academic Writing, Chapter 3 (Paragraph Structure), 6 (Process Paragraph), and 7 (Comparison and Contrast Paragraph).

Validation Instruments

The validation in the current study was attended to by employing three instruments of data such as the Google Form Teaching Practicum Questionnaire, Teaching Practicum Observation Checklist, and Interview.

The angles used came from three sources to validate data analysis. The perspectives were taken from students (S) participating in the IC Writing Offering D 2020 Class, the Teaching Practicum Peer (TPP) and the Lecturer Supervisor (LS), which were previously validated by the Head of the Post-Graduate of Language Education Department, University of Malang. In detail, a total of 23 students (S) were asked to fill in the Google Form Teaching Practicum Questionnaire. The questionnaire consisted of 14 multiple-choice questions (Strongly Agree- Strongly Disagree) and 3 short-answer questions to know IC Writing Offering D students' opinions on the student-teacher's scaffolding skills practices. The Teaching Practicum Peer (TPP) ticked the Teaching Practicum Observation Checklist, which was related to the scaffolding practices, ranging from 1 to 4 (Poor, Good, Great and Excellent) scales. Meanwhile, the Lecturer Supervisor (LS) was interviewed with an interview instrument consisting of 11 questions that focused on the scaffolding skills practices during the teaching practicum to gain more accurate data.

FINDINGS AND DISCUSSION
Findings of the Study

This sub-chapter elaborated on two findings attained from Zoom Recordings of the six teaching practicum meetings conducted at IC Writing Offering D Class and the findings obtained from the validation instruments. In this study, the validation instruments consisted of Teaching Practicum Questionnaire, Teaching Practicum Observation Checklist, and Semi-Structured Interview Instrument with the lecturer supervisor.

Findings from the Zoom Recordings

As noted above, the teaching-practicum conducted at Intensive Writing Offering D Class (IC Writing Offering D) was held online in six meetings from Tuesday, 21st September 2021, until Thursday, 4th November 2021. After the teaching practicum, the Zoom recordings were replayed and analyzed with thematic analysis. Furthermore, the thematic analysis observed several themes, including Awareness, Evidence of Teaching, Learning Process, and Future Goals.

Findings from Awareness and Evidence of Teaching Theme

The Zoom Application findings resulted in some awareness theme findings from both the student-teacher (ST) and students (S), shown by the evidence of teaching elaborated afterward. During the first meeting, the student-teacher (ST) adapted first to the classroom atmosphere. The problems came from internal and external issues. Her voice clarity and speed of explaining the basic paragraph structure came from the internal matters shown by students (S) saying, *"Miss, can you please repeat?"*. She also had lack of experience about the appropriate scaffolding methods, whereas the second problem includes signal problems due to the low bandwidth. In the second meeting, she experienced some difficulties in varying the scaffolding techniques.

The student's (S) question showed the evidence of teaching, *"Can we please use Bahasa Indonesia, Miss Aulia? We do not understand the topic."* Moreover, students could not respond quickly to the Narrative Paragraph material explanation shown by the student (S) statement: "*Wait a minute, Miss Aulia. We need time to think* ". As a result, she must provide a two-minute waiting time for students to answer correctly. Next, students needed guidance to construct the pictures in the third and fourth meetings. Last, in the fifth and sixth meetings, students (S) had several troubles. For example, trouble understanding the video due to the accent familiarity and talking speed of the native speakers. Besides that, students also had limited knowledge of the difference between American English and British English, and Highschool versus College. The evidence of teaching showed students'(S) ability to summarise and answer questions she posed.

Findings from the Learning Process Theme

Before the teaching and learning process, the student-teacher (ST) consulted the lesson plan to the lecturer supervisor (LS). The lesson plan structure started from the opening, while, and closing activities. Based on the teaching and learning practicum done in six sessions, students (S) can easily absorb the lesson about the related materials. During the first and second meetings, the student-teacher (ST) used Zoom Application and Kahoot! as a teaching and learning medium. Nonetheless, students (S) were not yet familiar with the application during the first meeting, and the typed words were limited, making the teaching and learning process inefficient. As for the scaffolding process, she only used multiple-choice and true-false questions in the first meeting. She displayed a graphic organizer (mind-map) for the second meeting to do the scaffolding process and asked S to construct a text similar to the explanation.

From the evaluation of the first and second meetings, the student-teacher (ST) decided to utilize Aha Slides as alternative teaching and learning medium. The student-teacher (ST) portrayed a stair picture to illustrate steps needed in the Process Paragraph during the third and fourth meetings. For the fifth meeting, she showed images of the United States and the United Kingdom Flags to compare and contrast American versus British English accents, taught about joint-construction writing style, and discussed them in groups through the break-out room facility. Furthermore, in the sixth meeting, she showed pictures and videos to compare and contrast high school versus college life and discussed them through the Zoom Application break-out room. Moreover, the facility of the break-out room was also implemented based on students' (S) identity numbers to know S's ability in English writing skills.

Findings from the Future Goals Theme

In advancing the teaching and learning process, the student-teacher (ST) must reflect on the teaching and learning process and set future goals for a better teaching and learning process. According to the Zoom Application of the teaching practicum recordings, it can be seen that she needed to apply various scaffolding techniques to enhance the teaching and learning process in the future. Differentiating the scaffolding process is crucially important as it will advance low-level scaffolding to a higher level of scaffolding. The higher level of scaffolding will show that students can critically implement a higher level of English writing skills. According to the evaluation obtained from the Zoom Application, the student-teacher (ST) was suggested to guide students to brainstorm and divide students heterogeneously. The guided discussion provides students with a deeper understanding of the class discussion. Meanwhile, dividing students (S) aims to equalize students in the group discussion instead of focusing on the high-achiever students (S).

Findings from the Validation Method

The findings from the validation method explained findings obtained from three perspectives. First, it was obtained from students' (S) of Intensive Course Writing Offering D Class 2020. Next, the teaching practicum peer (TPP) accompanied the student-teacher (ST), or the main author of this paper. Last, the lecturer supervisor (LS) supervised the student-teacher teaching during the teaching practicum at the Intensive Course Writing Offering D Class.

Findings from the Teaching Practicum Questionnaire

As a self-reflector, the data obtained from the Zoom Videoconferencing Application must also be validated from other people's perspectives. The people include students (S) of IC Writing Offering D 2020 Class, teaching practicum peer (TPP), and lecturer supervisor (LS) to ensure its accuracy and validity.

The validation instrument acquired from Teaching Practicum Reflection Questionnaire shared with students (S) during the teaching and learning practicum, Observation Checklist adapted from Gürkan (2018) and Zhang (2003), and Interview Instrument adapted from Jaipal-Jamani (2018). The analysis will be as follow. The validation process of the Teaching Practicum Reflection Questionnaire attained from the students' (S) point of view aims to confirm that she did the scaffolding process accurately. There are 14 multiple choice questions in the questionnaire with scales that ranges from strongly agree, agree, disagree, to disagree strongly. Moreover, three short-answered questions sought to determine her strengths, weaknesses, and overall experience during the teaching practicum conducted at Intensive Writing Offering D (IC Writing Offering D).

Based on the responses to the questionnaire, students' evaluations generally reveal that ST was successful in teaching and applying the scaffolding technique. All students (S) agreed and strongly agreed that she could clearly explain the materials, with 73.9% agreed and 26.1% strongly agreed respectively. S also agreed to strongly agreed that she provided S with pictures and graphic organizers during the scaffolding process, with 65.2% agreed and 34.8% strongly agreed, applied their real-life experience with 69.6% agreed and 30.4% strongly agreed, and guided them with brainstorming keywords during the joint construction writing process with 47.8% agreed and 52.2% strongly agreed. S, that strongly agreed she could easily make S understand showed a percentage of 26.1%, while the rest of 73.9% agreed. S also agreed and strongly agreed that she portrayed pictures and graphic organizers during the scaffolding process, with 65.2% agreed and 34.8% strongly agreed, applied their real-life experience with 69.6% agreed and 30.4% strongly agreed, and guided them with brainstorming keywords during the joint construction writing process with 47.8 agreed and 52.2% strongly agreed respectively. With brainstorming keywords got the highest percentage of S who strongly agreed, it indicated that she has been successfully applying the scaffolding technique.

Meanwhile, short-answered questions in the questionnaire displayed that the student-teacher (ST) strengths during the teaching practicum were explaining the materials clearly with an enjoyable classroom atmosphere. According to S, she must have a louder voice and provide a more detailed explanation during the teaching and learning process. Therefore, most S enjoyed the teaching and learning process at Intensive Writing Offering D Class (IC Writing Offering D) during the teaching practicum.

Findings from the Teaching Practicum Observation Checklist

Another validation instrument was obtained from a Teaching Practicum Observation Checklist shared with a teaching practicum peer (TPP) who became the observer during the teaching practicum process conducted at IC Writing Offering D 2020 Class. The observation checklist was distributed through the WhatsApp application. From the observation checklist, the findings displayed that the student-teacher (ST) always structured the lesson before teaching in class. Moreover, it can be seen that she significantly accelerated in planning and organizing the lesson section (organizing students), communication section (communication clarity, two-way communication, and responding to students' questions), and instructional activity related to scaffolding.

The score findings portrayed that in the first and second meeting, the student-teacher (ST) achieved a score of two (good) out of four. Furthermore, the score from the checklist increased to three (great) in the third meeting and obtained a four (excellent) in the fourth until the sixth meeting in the planning and organizing the lesson section. It was also observed that she achieved a similar score for two-way communication and how she responded to students' questions. Meanwhile, for the instructional activity section, it was noticed that she always attempted to match learning objectives with the teaching and learning practicum process. In the teaching practicum, she also tried to relate students' previous knowledge with the current materials, which was seen by the score of four (excellent) out of four. As for the variation of graphic organizers and teaching strategies need to be varied to accommodate a highly engaging scaffolding experience for the students and to obtain an increase on the observation checklist. Based on the score findings of graphic organizers and teaching strategies variation, the score escalated from two (good) to four (excellent).

Findings from the Interview with Lecturer Supervisor (LS)

Another important validation instrument employed was obtained from the lecturer supervisor (LS). The semi-structured interview instrument was adapted from Jaipal and Kamani (2018), with several questions. The interview questions mainly asked questions regarding the lecturer supervisor roles, expectations, steps of the teaching practicum, and student-teacher (she/her)'s scaffolding practices during the teaching practicum. Based on the lecturer supervisor's utterance, it was inferred that the lecturer

supervisor did not have high expectations since they were still learning, and there was much room for improvement. As for the steps of the teaching practicum, first and foremost, the lecturer supervisor conducted an introductory meeting to introduce the system of teaching and media used in the teaching practicum. During the practices, the lecturer supervisor stated that the student-teacher had significant improvements in the third, fourth, fifth, and sixth compared to the first and second meetings in her scaffolding practices. According to the lecturer supervisor, her progress was utilizing various scaffolding methods, including graphic organizers, pictures, and videos.

Discussion of the Study

This sub-chapter details two findings attained from Zoom Recordings of the six teaching practicum meetings conducted at IC Writing Offering D Class and the findings obtained from the validation instruments. The sub-chapter of discussion also correlated theories and added previous studies on the current self-reflection research. Specifically, that focused on scaffolding skills self-reflection.

Discussion Obtained from the Zoom Video Recordings

This sub-point elaborated results attained from Zoom Recordings of the six teaching practicum meetings conducted at IC Writing Offering D Class, which viewed and detailed several themes, starting from the Awareness, Evidence of Teaching, Learning Process, and Future Goals Theme. Furthermore, this sub-point also connected theories and added previous studies on the current self-reflection research, focusing on scaffolding skills.

Discussion from the Awareness Theme

Based on the awareness theme, our findings shows that during the teaching practicum process, the student-teacher (ST) was aware that she needed improvements in her cognitive knowledge, teaching practices, and students' emotions during the practicum. These findings are in line with the statements from Gutiérrez, Adasme, and Westmacott (2019).

Gutiérrez, et al (2019) stated that there is several awareness that teachers should focus on. As suggested by them, in the teaching practicum, understanding of the student-teacher (ST) cognitive knowledge, teaching practices, students' emotions during the teaching practicum, and the learning environment has been improved along with her increase of awareness. The cognitive ability consisted of her background knowledge obtained from theories of the previous classes. Next, teaching practices included her confidence and clarity during teaching. Meanwhile, students' emotion was reflected by their enjoyment in the teaching practicum. According to Gutiérrez et al (2019) teacher's learning experience influences the learning environment by improving her teaching and learning process. Our findings shows that in the first and second meetings, the ST only applied multiple-choice and true-or-false questions as a scaffolding technique to test their understanding of the specific material at the opening of the class and internalize new knowledge. During the first meeting, she needed to improve her teaching practices, including her voice clarity and teaching speed based on the student's questionnaire response. This is also in line with findings from Ingemarson, Rosendahl, Bodin & Birgegård (2020) where voice clarity and speed of teaching relate to students' engagement during the teaching practicum.

Furthermore, our findings also revealed that the student-teacher (ST) also needed to practice using pictures and graphic organizers in the awareness theme from the second until the fourth meeting. According to Odegaard (2015) graphic organizers consist of mind maps and flowcharts that allow students to brainstorm and join construction writing style, with topics like narrative and process paragraphs. These media provides visual stimuli, organizes information, and promotes thinking about the relationships between the concepts.

Furthermore, according to Athena and Kiptiyah (2018), videos provide audio-visual sensory stimuli to explain, guide, and compare cases. This inspired the ST to become more aware in using various media that engage student active participation because it provides audio-visual sensory stimuli to explain, guide, and compare American versus British English and Highschool versus College Life, as done in the fifth and last meeting.

Discussion from the Evidence of Teaching Theme

The ST adopted Butler and Schnellert's (2012) previous study to analyze the evidence of teaching as an integral part of the teaching practicum conducted at IC Writing Offering D 2020 Class. However, rather than using documents and artifacts, this study used Zoom VC Application recordings as the primary sources along with validation instruments, namely the Teaching Practicum Reflective Questionnaire shared to students (S) who participated in the teaching practicum. In addition, this study also used Teaching Practicum Observation Checklist shared with a teaching practicum peer (TPP), a semi-structured interview conducted with the lecturer supervisor (LS) that supervised during the teaching practicum. Another gap from the previous research is that this study only focus on scaffolding evidence of teaching.

According to Ertmer et al. (2012), the internal factors came from inner self, knowledge, skills, and personal belief – which consists of the teacher's confidence, voice clarity, and teaching rhythm during the practicum. Meanwhile, the external factors came from the environment and technical issues. In our study, for self-reflection process, the ST used Zoom VC Application recordings and managed to record six meetings during the teaching practicum at IC Writing Offering D 2020 Class.

During the first meeting, the student-teacher (ST) mostly had internal problems, as stated in the findings section (Section 4.1.1). In addition, during the first meeting, she was also hindered by external factors, precisely signal problems due to the low bandwidth. In addition, from the first meeting, the lecturer supervisor suggested that she profiled her pedagogic competence to accelerate her teaching technique. If the student-teacher (ST) knew how to manage the internal and external factors correctly, the classroom would be more manageable. This is as stated by Ertmer, et al. (2012) that teachers' ability to manage internal and external factors will ease guiding discoveries, create new knowledge for students to learn and engage better with the student. Elihami and Suparman (2019) suggested that implementing various forms of teaching and media to increase students' active participation.

From the second meeting until the fourth meeting in the IC Writing Offering D 2020 Class, we identify that the ST needs to vary her scaffolding technique based on the Zoom VC Application recording, students' utterances, and the LS's feedback after the teaching practicum. In the second meeting, ST also needed to give a little more time for the student's response to improve her scaffolding technique. This is as recommended by Svinicki and McKeachie's (2011), where allowing waiting time for students in answering questions will give students time to respond more appropriately.

During the teaching practicum of IC Writing Offering D, the student-teacher (ST) focused on utilizing scaffolding techniques related to the writing process adapted from Quinn, Gerde, and Bingham (2016). The scaffolding process of writing includes low-level scaffold (modeling and guiding) and high-level scaffold (extending and explaining). Another finding from the video recording of the second meeting was that the student-teacher (ST) used a mind-map to model the topic and supporting sentence. A mind-map in the classroom also increases classroom interaction between students (S) and student-teacher (ST) (she/her), which builds constructivist learning theory. This is in line with Erdem's (2017) opinion, the use of a mind map will assist teachers to explain the concept related to a topic, such as the topic sentence and supporting sentence.

During the third and fourth meetings, students of the IC Writing Offering D 2020 Class needed more guidance in scaffolding based on the picture of steps about Process Paragraph. The evidence of teaching was shown by a student's request to use code mixings with *Bahasa Indonesia*. This is in line with Quinn, et al (2016), in the process of scaffolding especially in writing, the guidance type of scaffolding, such as the use of first language, will offer direct support cognitively, specifically in constructing correct grammatical sentences and giving appropriate feedback based on their answer .

Last, in the fifth meeting, we still found that students (S) had trouble understanding the video showing the differences between American and British due to the accent unfamiliarity, talking speed of the native speaker, and limited experience to distinguish between American English and British English. Fortunately, this did not happen in the six meeting, when they were asked to distinguish between Highschool versus College Life as they have experienced to be high school and college students. The evidence of teaching showed by S's ability to summarize and answer questions that the student-teacher posed.

According to Robinson and Leikin (2012), S's ability to conclude the lesson means that students could review the materials together with classroom discussion and do it in a smaller group discussion. Findings from our teaching practicum practice also reveals that in order to do so, the student-teacher (ST) must vary her teaching strategies by connecting students' previous knowledge and the current material, such as about Comparison and Contrast Paragraph. Nevertheless, the findings from evidence of teaching in both sessions also show that the structure of response is better in simple sentences instead of using compound or complex sentences. Besides that, the use of more familiar cases or examples substantially improve students' engagement and understanding to the lesson, thus the success of scaffolding technique.

Discussion from the Learning Process Theme

The first and foremost stage of teaching before developing awareness and depicting evidence of teaching was structuring the learning process. According to Riesky (2013), structuring the learning process helped teachers apply the theories to teach subjects like writing. For this reason, this study chose the "learning process theme" to be analyzed, especially in self-reflective writing teaching and learning process. Pujianto, Emilia, and Sudarsono (2014) stated that a genre-based approach is an approach to accommodate students to organize their writing to produce a high-quality essay. Their paper portrayed that the genre-based approach made students enjoy the teaching and learning process of writing a recount text at the senior high school level. The recount text displayed a significant improvement from the collected peer and whole class feedback. Their findings were similar to Haerazi and Irawan's (2019) that genre-based approach supported 4th-semester students' writing at FPBS IKIP Mataram accelerated 55 to 76. Therefore, the researcher applied a genre-based approach and pre until the final writing stage (pre-writing, drafting, publishing) to accommodate the IC Writing Offering D 2020 level of writing.

During the teaching practicum process, the student-teacher structured her learning process based on opening, while, and closing activity. For the opening session of class, the student-teacher (ST) reviewed students' previous knowledge using building knowledge of the field (BKOF) with graphic organizers like a mind-map related to specific topics to brainstorm and scaffold the newly learned material. As for the main or while activity, she modeled a particular topic, e.g., Process Paragraph with steps picture; whereas Comparison and Contrast Paragraph with the United States and the United Kingdom (American-British English) also Highschool versus College Life picture and video. The modeling stage of genre-based writing facilitated students to draft and write their writing ideas. As for the writing stage, she employed joint construction of the text (JCoT) in small groups discussion and independent construction of the text (ICoT) individually. The writing process was also discussed to provide students (S) with adequate feedback. In general, it can be concluded that the combination of genre-based approach proposed by

Pujanto et al (2014) and Haerazi and Irawan's (2019) create powerful impact to ST's ability during the teaching and learning process, especially to successfully apply scaffolding technique.

Discussion from the Future Goals Theme

From the awareness, evidence of teaching, and learning processes conducted, the student-teacher (ST) must set future goals to advance future teaching practices. Setting future goals benefits the teacher and ST to build a positive learning atmosphere that engages students during the teaching and learning process. Mansfield, Wosnitza, and Beltman (2012) also stated that setting future goals assists teachers and student-teacher (ST) support continuous learning, which relates to clarity of vision and the establishment of practices. It also includes students' (S) engagement in the teaching and learning process (Geng, Smith, and Black 2016; Mansfield et al. 2012). Lesson learned from the practicum meetings conducted at IC Writing Offering D Class is that clarity of vision has strongly related to planning and constructing future teaching and learning frameworks. Establishing practices for the future goals means that student-teacher (ST), lecturer supervisor (LS), and students (S) have been able to build a positive learning atmosphere together to build students' active engagement.

Discussion Obtained from the Validation Instruments

This sub-point ensured the validity, accuracy and trustworthiness of results attained from Zoom Recordings of the six teaching practicum meetings conducted at IC Writing Offering D Class. The validation was gained from three sources: students (S) who filled the Teaching Practicum Questionnaire, a teaching practicum peer (TPP) who ticked the Teaching Observation Checklist, and the lecturer supervisor interviewed after the teaching practicum.

According to Santos, et al. (2020), validation is a strategy that aimed to assure greater scientific rigor. The validation technique includes triangulation which sees many angles from other's perspectives that confront information to minimize data bias and end up with a maximum conclusion (Abdalla et al. 2018; Santos et al. 2020). In this study, the validation was attained from three sources: a teaching practicum reflective questionnaire shared with teaching practicum students at IC Writing Offering D 2020 Class, an observation checklist shared with a peer of the teaching practicum, and a semi-structured interview with the lecturer supervisor. Based on Flick (2002), as cited in Wilson (2014), this study adapted the data triangulation type to attain richer data. Moreover, this data utilized data triangulation because it collected data from various sources, including videos, questionnaires, and interviews (Carter et al. 2014; Wilson 2014). For this reason, the current sub-chapter of discussion from the validation instruments explained further on Awareness, Evidence of Teaching, Learning Process and Future Goals Theme connected with validation instruments, previous studies and relevant theories.

Discussion of the Awareness Theme

According to the findings and discussion of the study, it showed that the awareness themes obtained from the Zoom VC Application recording were linear with the result in the student's (S) questionnaire. The student's questionnaire stated that students who participated in the teaching practicum at IC Writing Offering D 2020 Class think that the student-teacher (ST) needs to vary the scaffolding methods to engage students' active participation. Students (S) were provided with various scaffolding techniques in the teaching practicum, including graphic organizers, pictures, and video, enabling students to brainstorm and visualize the materials as suggested by Evmenova, et al (2016). Variation of the scaffolding methods encouraged students to participate because it created two-way interaction between S and her by discussing and giving feedback. This finding is in line with Bradford, Mowder & Bohte (2016) where the apply similar variation in their study.

The students' (S) responses, adapted from the questionnaire, were similar to a previous study by Evmenova, et al. (2016). Their research that stated graphic organizers enables students (S) in the teaching practicum to create more cohesive and coherent writing. S could organize their thoughts and systematically write their essays. Meanwhile, utilizing pictures and videos impacted the control group, post-test writing students, and their understanding of materials. These findings are similar to Styati's (2016) findings at one of the education colleges *(IKIP)* in Madiun East Java where the pictures visually portrayed the objects and actions shown during the explanation process. In her research, the experimental group achieved a mean of 71.2, and control groups showing the picture and video attained a mean of 72.5. It shows that images and videos develop students'(S) interest, motivation, and attitudes in joining writing classes.

The awareness themes adapted from student-teacher (ST) peer observation were attained from the checklist as a triangulation instrument. Based on the observation checklist instrument, the student-teacher (ST) always planned the lesson and conducted the classroom based on chronological order. Nonetheless, according to the checklist, she needs several improvements in managing, teaching, and knowing students' (S) needs. The checklist showed a two (good) out of four (excellent) during the first and second meetings. She improved classroom management significantly from three (great) to four (excellent) from the third until sixth meetings, which accelerated the student's motivational level. The result of the checklist was similar to a previous study conducted by Schiefele and Ulrich (2017). In their research, the findings depicted that the teacher's classroom management and mastery of materials uniquely relate to students' motivation. Their results concluded that the previous study resulted in a high bivariate class-level correlation between classroom management and student mastery goals because of the significant covariance between classroom management and teacher's materials mastery.

During the teaching practicum, the student-teacher (ST) utilized several scaffolding techniques, including graphic organizers, pictures, and genre-based writing. The result of the observation checklist portrayed that the scaffolding technique also needs variation in the teaching practicum. The teaching practicum conducted at IC Writing Offering D 2020 was similar to research by Faraj (2015). Faraj (2015)'s analysis implemented genre-based writing with pre-writing, drafting, revising, editing, and publishing stages. Based on the findings, students obtained 38-52 in the pre-test. In contrast, students (S) achieved 60-72 in the post-test with genre-based writing. In conclusion, genre-based writing supported students brainstorming, organizing their ideas logically, finding references to support their arguments, writing a great introduction and thesis statement, using appropriate vocabulary and sentence structures, and revising their writing. Last, our research ensured the validity of awareness themes from the lecturer supervisor's (LS) perspective of IC Writing Offering D 2020 Class by conducting a semi-structured interview. Alshenqeeti (2014) stated that an interview is a process of listening to other people's perspectives to know details about an event or process that happened previously. Moreover, the interview allows a complete and chronological order answer. Gubrium & Holstein (2002), as cited in Alshenqeeti (2014), a semi-structured interview is a type of interview planned as re-structured based on the condition. Based on the utterance of the LS, she was aware that the student-teacher (ST) was still at the learning stage, so there was much room for improvement (Beck & Kosnik, 2010).

The LS's role was to support and nurture the student-teacher (ST) to conduct better teaching practices. Beck and Kosnik's (2002) study were lined with the interview findings. According to the lecturer supervisor's (LS) observation, the student-teacher (ST) used various presentation media (Kahoot! and Aha Slides) alongside graphic organizers, pictures, and YouTube videos to stimulate students' material engagement and understanding. The student-teacher needed improvements on her teaching technique during the first two meetings and accelerated quickly in the third until the last meeting. Meanwhile, the student-teacher improved significantly in the fourth until six sessions for the scaffolding technique from low to high-level scaffolding.

Self-reflective study of teaching practicum needed evidence of teaching theme and validation from other people's perspectives, such as students'(S) opinions in a questionnaire, teaching practicum peer (TPP) observation, and lecturer supervisor (LS) insight. The evidence of teaching theme was displayed from the Zoom Video Recordings of the six meetings. Based on the Zoom Video Recordings, it was found that the student-teacher (ST) had significantly improved from the first until the last meeting. The example was displayed in the first meeting; students often asked the student-teacher (ST) to repeat their words and asking for code mixings. The reason is that the student-teacher (ST) did not give an appropriate introduction and scaffolding to the materials. The teaching practicum practices aligned with a previous study conducted by Van de Pol and Elbers (2013) that displayed scaffolding with appropriate introduction is an effective way of promoting students and teacher interaction and students' understanding of materials. Their study findings portrayed that lower-level students (S) needed appropriate support during pre-vocational teachers' teaching and learning process. Besides that, the student-teacher must also know students' abilities before the lesson.

Discussion of the Evidence of Teaching Theme

The evidence of teaching theme had the objective to portray the student-teacher's (ST) strengths and weaknesses during the reflective process of her scaffolding practices of the teaching practicum conducted at IC Writing Offering D 2020 Class. To ensure the validity of the evidence theme, this study has been validated by other perspectives. The first validation on the theme evidence of teaching was based on the students' online questionnaire written on Google Form. Our finding from the teaching practicum reflective questionnaire shows students enjoyed the teaching flow because of the relaxing class atmosphere, and the explanation of the materials was understandable. In obtaining those satisfying responses, the student-teacher (ST) varied the scaffolding method to gain active participation. According to Richmond, Boysen, and Gurung (2021) students' responses as one of the validation methods for the evidence of teaching theme will be beneficial because the teacher and educators can improve their teaching style in the future. The teaching practicum practices aligned with Professor Owen's experience in a graduate school in Italy, as cited in Richmond, et al. (2021) shows self-reflection enabled the educator to know their strengths and weaknesses based on their comments. Moreover, based on Richmond, et al. (2021), the evidence theme in self-reflective teaching enables the educator to be transparent in the teaching and learning process, such as the syllabus, learning outcomes, alignment of objectives, and the teaching process.

Another validation comes from the peer of the teaching practicum's opinion obtained from the observation checklist. According to the observation checklist, the student-teacher (ST) had significant improvements from the first meeting until the last meeting. The advancement mainly came from classroom management, two-way engagement between student-teacher (ST) and students, and upgrade of scaffolding strategies from low (modeling, guiding) to high type of scaffolding (comparing between American-British Accent and Highschool versus College). The advancement of scaffolding skills from low to high-level scaffolding assisted the student-teacher gain a positive engagement from students because students were allowed to discuss and construct instead of only listening to the student teacher's explanation. Based on Reddy and Dudek (2014), the observation checklist supported progress monitoring of teacher and student-teacher teaching performances. Their research stated that the teaching practicum peer and lecturer supervisor observed Jane (the student-teacher). In conclusion, the observation checklist provided more rigorous validity and reliability.

Last, the validation process about evidence of teaching theme came from the lecturer supervisor's (LS) interview, which portrayed a similar result to the observation checklist. Based on the lecturer supervisor's (LS) observation and assessment, the student-teacher had significant acceleration in the student teacher's teaching practices, starting from classroom management, the interaction between student-teacher (she/her) (ST) and students (S), and high-level scaffolding strategies that she used. The examples of the scaffolding were extending, discussing and comparing, which permitted students and teachers to do a two-way discussion instead of only listening to the student-teacher's explanation. In the first and second meetings, the student-teacher (ST) struggled to manage the classroom well because of her minimum experience and improved in the third until the sixth meetings. Next, the two-way interaction also progressed when the student-teacher (ST) applied the LS's suggestion to increase students' active participation by utilising a lottery. Last, the scaffolding strategies developed from visuals only to audio-visual media by extending and comparing topics and actual situations. Validation adapted from a lecturer supervisor's interview was conducted in Sunra, Haryanto, and Nur (2020). They applied a semi-interview to obtain the teacher's opinion of the student teacher's teaching practice. The result displayed that the student-teacher (ST) was able to encourage students to participate in class, monitor students' (S) performance, motivate students, be open to change, take good suggestions into account, and avoid similar mistakes. Thus, evidence of the teaching theme allowed the student-teacher to understand the teaching practices and future improvements needed (Sunra et al. 2020).

In conclusion, the evidence of teaching theme depicted similar results between the Zoom Video Recording and validation instruments (Teaching Practicum Questionnaire, Teaching Observation Checklist, and Interview Instrument). During the teaching practicum, the evidence of teaching mainly showed that she managed to organize the class appropriately used various scaffolding techniques to engage S in participating actively in the classroom.

Discussion of the Learning Process Theme

Based on the Zoom Video Recordings of the six meetings, the student-teacher adapted the learning process from Pujianto, Emilia, and Sudarsono (2014), which consisted of Building Knowledge of the Field (BKOF), Modeling, Joint Construction of text (JCoT), and Independent Construction of Text (ICoT). The study adapted Pujianto, et al. (2014) as it proved to accommodate several topics and students' understanding. Their research found that genre-based writing enabled students to increase their knowledge because the materials and texts were structured step-by-step. The findings were similar to the current study, which displayed that the IC Writing Offering D 2020 Class students' understanding of the text and materials improved drastically, shown by students' active participation and texts submitted in Google Classroom, which had correct grammatical sentences structure.

The questionnaire's questions relate to the learning process theme that asked students' opinions about the overall learning process. From S's answers, they enjoyed the learning process using genre-based writing because students could understand the materials step-by-step, like Building Knowledge of the Field (BKOF), Modeling, Joint Construction of text (JCoT), and Independent Construction of Text (ICoT). Furthermore, Dirgeyasa (2016) stated that genre-based writing helps students achieve a specific goal of the current text, such as knowing the process of something (Process Paragraph). In the questionnaire responses, students also stated that the learning process utilized various media, including graphic organizers, pictures, and YouTube videos made the learning process easily understandable. However, students (S) specifically stated that they enjoyed the learning process that utilized videos. According to Bajrami and Ismaili (2020), video is beneficial to present content, initiate discussion, and provide illustrations for a particular topic and content, self-study, and evaluation situations.

The learning process theme validity and reliability also comes from the observation checklist with a teaching practicum peer (TPP) and interview with the lecturer supervisor (LS) with a similar result. Based on the results of both instruments, the learning process during the teaching practicum conducted at IC Writing Offering D 2020 Class was structured chronologically based on the lesson plan and suggestions from the lecturer supervisor. Furthermore, both sources stated that during the first and second meetings, the student-teacher (ST) conducted the learning process with a minimum student-teacher (ST) engagement. However, by the third until six meetings, such as student-teacher engagement and the high-level scaffolding strategies. According to Quinn, Gerde, and Bingham (2016) the high level of scaffolding requires students to be more self-sufficient as they must use their skills and knowledge to achieve the task. In our self-reflective study, the examples were shown during Process Paragraph, which extended and explained scaffolding strategies. In addition, the Comparison and Contrast Paragraph developed students' concepts and allowed them to retell their experience by comparing between Highschool and College Life, and used their background knowledge and video explanation about American-British Accent Differences.

To conclude, in the learning process theme, the Zoom Video Recording were validated by the validation instruments (Teaching Practicum Questionnaire, Teaching Observation Checklist, and Interview Instrument). Overall, the teaching practicum learning process were successfully conducted as it was shown by students' writing progress, satisfactory comments from TPP dan LS.

Discussion of the Future Goals Theme

The Zoom Video Recordings of the six meetings conducted at IC Writing Offering D 2020 Class was aligned with Heikonen, Toom, Phyalto, Pietarinen, and Soini's (2017). Not to mention, it is also similar to the validation instruments, including Teaching Practicum Reflective Questionnaire, Teaching Practicum Observation Checklist, and interview with the lecturer supervisor. First, based on the Zoom Video recordings, ST needed to build students' active participation and suitability of teaching

skills with the current materials, like scaffolding skills. During the teaching practicum, she needed to manage the classroom more and vary the scaffolding technique to increase students' engagement. It was also strengthened by students' (S) opinions, the observation checklist and the lecturer supervisor's utterance. Next, students (S) stated that the teacher did not maximize the two-way interaction because she used a traditional method of explaining at the first and second meetings. She also needed to practice her scaffolding skills. From here, the lecturer supervisor (LS) suggested that the student-teacher ought to watch teaching videos related to developing scaffolding skills. Moreover, the teaching practicum peer (TPP) indicated that the student-teacher should use audio-visual media to scaffold new knowledge associated with a particular topic, such as using videos that compare high school versus college. To sum up, variation of her scaffolding techniques has built an interactive classroom atmosphere and obtain positive comments from the LS and TPP.

CONCLUSION

Based on the findings and discussion, the conclusion was all in line that the student-teacher (ST) had significant progress in her teaching. She upgraded classroom management skills, specifically regarding her scaffolding knowledge and skills. It can be seen from the first and second meeting the student-teacher could not manage the classroom well; minimum two-way interaction and scaffolding practices were seen. However, as the session went on, the student-teacher accelerated her scaffolding skills, from low to high scaffolding skills. She only utilized modeling and guiding from the first until the third meeting, which was low scaffolding skills. She used high-level scaffolding skills from the fourth until the sixth meeting: extending, explaining, and comparing. The ST's ability to scaffold evolves during the process. The most important factor improving the ST's ability is intensive communication with lecturer supervisor, followed by students' feedback. Videos teaching examples given by LS contributes significantly to the ST's success.

Based on the findings and conclusion, it is suggested that future studies should consider using other video-conferencing applications and other scaffolding strategies to maximize English as a Foreign Language (EFL) learning. Furthermore, since the teaching and learning process becomes blended learning, the future teaching practicum should combine online and offline learning.

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