

THESIS

TEACHER'S STRATEGY IN USING REPETITION AS SCAFFOLDING

IN TEACHING LISTENING IN AN EFL CLASSROOM

By:

Deva Leona Ridho Alfatta

210107110028



ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2025

Thesis

**TEACHER'S STRATEGY IN USING REPETITION AS SCAFFOLDING
IN TEACHING LISTENING IN AN EFL CLASSROOM**

*Submitted to the Faculty of Tarbiyah and Teacher Training in Partial Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in the
English Education Department*

By

Deva Leona Ridho Alfatta

NIM. 210107110028

Advisor

Harir Mubarak, M.Pd

NIP. 198707082023211024



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

2025

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

Here with me

Name : Deva Leona Ridho Alfatta
Student ID Number : 210107110028
Department : English Education Department
Address : Dsn. Jepun, Ds. Tegalrejo, Rt. 007, Rw. 007, Kec.
Selopuro, Kab. Blitar

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Deva Leona Ridho Alfatta

APPROVAL SHEET

TEACHER'S STRATEGY IN USING REPETITION AS SCAFFOLDING IN TEACHING LISTENING IN AN EFL CLASSROOM

By:

Deva Leona Ridho Alfatta

210107110028

Has been approved by the advisor for further
approval by the board of examiners

Advisor



Harir Mubarak, M.Pd

NIP. 198707082023211024

Acknowledged by

Head of English Education Department,



Maslihatul Bisriyah, M. TESOL,

NIP. 198908282019032016

LEGITIMATION SHEET

TEACHER'S STRATEGY IN USING REPETITION AS SCAFFOLDING IN TEACHING LISTENING IN AN EFL CLASSROOM

THESIS

By :

Deva Leona Ridho Alfatta (210107110028)

Has been defended in front of the board of examiners on October 24th, 2025, and
declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Tarbiyah and Teacher Training.

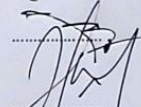
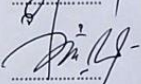
The Board of Examiners,

Prof. Dr. H. Langgeng Budianto, M. Pd Chairman
NIP. 197110142003121001

Harir Mubarak, M. Pd Secretary/Advisor
NIP. 198707082023211024

Ima Mutholliatil Bardriyah, M. Pd Main Examiner
NIP. 198312172023212017

Signatures,


.....

.....

Approved by

Dean of Tarbiyah and Teacher Training Faculty

Universitas Islam Negeri Maulana Malik Ibrahim Malang



Prof. Dr. H. Muhammad Walid, MA
NIP. 197308232000031002

Harir Mubarok, M.Pd

Lecturer of the Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

Page : Deva Leona Ridho Alfatta Malang, October 6th, 2025

Appendix : 4 (Four) Copies

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, technique, and after reading the students' thesis as follows:

Name : Deva Leona Ridho Alfatta

Student ID Number : 210107110028

Department : English Education Department

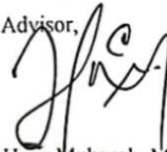
Thesis : Exploring the Implementation of Repetition as
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Therefore, we believe that the thesis of **Deva Leona Ridho Alfatta** has been approved by the advisor for further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

Malang, October 6th, 2025

Advisor,



Harir Mubarok, M.Pd

NIP. 198707082023211024

APPROVAL

This is to certify that thesis of Deva Leona Ridho Alfatta has been approved by the advisors for the further approval by the board examiners.

Malang, October 6th, 2025

Advisor.

A handwritten signature in black ink, appearing to be 'Harir Mubarak', written over a horizontal line.

Harir Mubarak, M.Pd

NIP. 98707082023211024

MOTTO

“For all time, always”

-Loki

DEDICATION

This thesis is dedicated to my beloved parents, whose prayers and efforts have guided me throughout my journey. They have always supported my decisions and encouraged me to pursue the best education. I am deeply thankful for their endless love, support, and guidance, without which I would not have been able to complete this thesis.

ACKNOWLEDGEMENT

All praise belongs to Allah SWT, the Most Compassionate and the Most Merciful, whose endless mercy and guidance have made completing this thesis possible. May peace and blessings always be upon the noble Prophet Muhammad SAW, who brought enlightenment and guidance for all humanity.

This thesis, entitled “Teacher’s Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom”, is submitted as one of the requirements to obtain a Bachelor’s Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

I fully realize that this work would not have been completed without the prayers, encouragement, and contributions of many parties. Therefore, I would like to express my deepest gratitude to:

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2. Dr. H. Muhammad Walid, MA, the Dean of the Faculty of Education and Teacher Training.
3. Maslihatul Bisriyah, M. TESOL, the Head of the English Education Department.
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7. All individuals whose names are not mentioned here one by one, yet whose prayers, encouragement, and support have been significant in completing this work.
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I am fully aware that this thesis is far from perfect and still has room for improvement. Therefore, I sincerely welcome constructive feedback and suggestions for its refinement. Hopefully, this thesis may serve as a valuable contribution to readers and provide meaningful experiences and lessons for me personally.

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a) = a^ˆ

Long Vocal (i) = i^ˆ

Long Vocal (u) = u^ˆ

C. Diphthong Vocal

أو = aw

أي = ay

أُ = u^ˆ

إي = i^ˆ

ABSTRACT

Deva Leona Ridho Alfatta, 2025. Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Harir Mubarak, M.Pd.

Keywords: teacher's strategy, repetition, scaffolding, teaching listening, EFL classroom.

This research explores the teacher's strategy in using repetition as a scaffolding technique to support students' comprehension in contextual listening activities in an EFL classroom. The study aims to describe how repetition was implemented step by step as instructional scaffolding and to identify its pedagogical functions in supporting students' listening comprehension. This study employed a qualitative descriptive design conducted at MTsN 2 Malang, involving one English teacher as the subject. The data were collected through classroom observations, observation notes, and semi-structured interviews. The findings indicate that repetition was not used as a mechanical drill but as a meaningful scaffolding strategy. During the pre-listening stage, the teacher focused on explanation and contextualization to build students' background knowledge. In the while-listening stage, repetition served as the main scaffolding tool, implemented through modeling, comprehension checking, reinforcement, and confidence building. As students showed better understanding, the teacher gradually reduced repetition, reflecting the adaptive nature of scaffolding. In the post-listening stage, repetition shifted toward independent practice. Overall, repetition functioned both linguistically and affectively, helping students notice language forms, strengthen comprehension, and develop confidence in listening. The study highlights the importance of using repetition as purposeful scaffolding to facilitate students' engagement and gradual independence in listening practice.

ABSTRAK

Deva Leona Ridho Alfatta, 2025. *Strategi Guru dalam Menggunakan Repetisi sebagai Scaffolding dalam Pengajaran Menyimak di Kelas EFL*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Harir Mubarak, M.Pd.

Kata Kunci: strategi guru, repetition, scaffolding, mengajar listening, kelas EFL.

Penelitian ini mengeksplorasi strategi guru dalam menggunakan repetisi sebagai teknik *scaffolding* untuk mendukung pemahaman siswa dalam kegiatan menyimak kontekstual di kelas EFL. Penelitian ini bertujuan untuk mendeskripsikan bagaimana repetisi diterapkan secara bertahap sebagai *instructional scaffolding* dan mengidentifikasi fungsi pedagogisnya dalam mendukung pemahaman menyimak siswa. Penelitian ini menggunakan desain deskriptif kualitatif yang dilaksanakan di MTsN 2 Malang dengan melibatkan satu guru bahasa Inggris sebagai subjek penelitian. Data dikumpulkan melalui observasi kelas, catatan observasi, dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa repetisi tidak digunakan sebagai latihan mekanis, melainkan sebagai strategi *scaffolding* yang bermakna. Pada tahap *pre-listening*, guru lebih menekankan pada penjelasan dan kontekstualisasi untuk membangun pengetahuan awal siswa. Pada tahap *while-listening*, repetisi menjadi strategi utama *scaffolding* yang diterapkan melalui pemodelan, pemeriksaan pemahaman, penguatan, dan pembentukan kepercayaan diri. Ketika siswa menunjukkan pemahaman yang lebih baik, guru secara bertahap mengurangi penggunaan repetisi, mencerminkan sifat *scaffolding* yang adaptif. Pada tahap *post-listening*, repetisi bergeser menjadi latihan mandiri. Secara keseluruhan, repetisi berfungsi secara linguistik dan afektif, membantu siswa mengenali bentuk bahasa, memperkuat pemahaman, serta mengembangkan kepercayaan diri dalam menyimak. Penelitian ini menekankan pentingnya penggunaan repetisi sebagai *scaffolding* yang bertujuan untuk meningkatkan keterlibatan dan kemandirian siswa secara bertahap dalam pembelajaran menyimak.

خلاصة

ديفا ليونارضا الفتى، 2025. استراتيجيات المعلم في استخدام التكرار كدعم مرحلي في تدريس مهارة الاستماع في صف اللغة الإنجليزية كلغة أجنبية. رسالة البكالوريوس، قسم تعليم اللغة الإنجليزية، كلية التربية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: ديان أرسيتاندس ويرانغارا، ماجستير التربية.

الكلمات المفتاحية: التكرار، الدعم المرحلي، فهم الاستماع، صف اللغة الإنجليزية كلغة أجنبية، البحث الوصفي النوعي

يهدف هذا البحث إلى استكشاف إستراتيجيات المعلم في استخدام التكرار كأداة دعم مرحلي (scaffolding) لمساندة فهم المتعلمين في أنشطة الاستماع السياقية داخل صف اللغة الإنجليزية كلغة أجنبية (EFL). يهدف هذا البحث إلى وصف كيفية تطبيق التكرار خطوة بخطوة كدعم تدريسي، وتحديد وظائفه التربوية في دعم فهم الطلاب لمهارة الاستماع. استخدم هذا البحث المنهج الوصفي النوعي، وتم إجراؤه في مدرسة MTsN Malang بمشاركة معلمة واحدة للغة الإنجليزية كموضوع للبحث. جُمعت البيانات من خلال الملاحظة الصفية، وملاحظات الباحث، والمقابلات شبه المهيكلة. أظهرت النتائج أن التكرار لم يُستخدم كتدريب آلي، بل كإستراتيجية دعم ذات معنى. في مرحلة ما قبل الاستماع، ركزت المعلمة على الشرح والسياق لبناء المعرفة الخلفية للطلاب. أما في مرحلة أثناء الاستماع، فقد أصبح التكرار الأداة الرئيسة للدعم التدريسي، وطُبّق من خلال النمذجة، وفحص الفهم، والتقوية، وبناء الثقة بالنفس. وعندما أظهر الطلاب فهماً أفضل، خفّضت المعلمة التكرار تدريجياً، مما يعكس الطبيعة التكيفية للدعم التدريسي. وفي مرحلة ما بعد الاستماع، تحوّل التكرار إلى تدريب مستقل. وبوجه عام، أدّى التكرار وظائف لغوية وعاطفية، إذ ساعد الطلاب على ملاحظة أشكال اللغة، وتعزيز الفهم، وتنمية الثقة بالنفس في مهارة الاستماع. ويؤكد هذا البحث على أهمية استخدام التكرار كدعم تدريسي هادف لتعزيز مشاركة الطلاب واستقلاليتهم التدريجية في ممارسة الاستماع..

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CHAPTER I

INTRODUCTION

In this chapter, the researcher outlines several essential points related to the introduction, including the study's background, research questions, research objectives, scope, limitations, significance, and definitions of key terms.

1.1 Background of the Study

English is now regarded as a vital language for studying and communicating globally. It is an international language used in various fields, including education, business, and global communication. People use it in schools, at work, and in everyday conversations. Because English is widely spoken, it enables people from diverse backgrounds to share ideas, collaborate, and connect. To develop strong English abilities, learners need to master English skills effectively, including listening, speaking, reading, and writing. From the four basic English skills, listening is essential in helping learners study and understand English.

Kumar and Shakar (2021) mentioned that listening skills are essential for learning language skills such as speaking, reading, and writing. Furthermore, listening also enhances our overall communication abilities. (Diana, 2023) Noted that improving listening skills has a significant effect on both personal and professional areas, including better personal relationships, improved teamwork and collaboration, effective leadership, conflict resolution, ongoing learning and knowledge gain, minimized communication errors, enhanced customer relations, and personal growth, as well as organizational advantages.

However, listening is an essential skill in the language field and is also highly valued in Islam. It showed in the Qur'an Surah Az-Zumar (39:18):

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ وَأُولَٰئِكَ هُمْ أُولُوا الْأَلْبَابِ ﴿١٨﴾

Allah describes those guided as “those who listen to what is said and follow the best of it.” This verse encourages people to listen well, absorb information, and respond wisely. It emphasizes that listening is not just listening, but truly listening.

In many EFL classrooms, listening remains one of the most challenging skills to develop. Learners often struggle to follow fast speech, unfamiliar vocabulary, and various accents, especially when dealing with real-life or contextual listening materials. These challenges become more severe when students lack prior exposure or structured instructional support. One commonly used technique is repetition, in which learners repeat key phrases or sentences meaningfully and are guided to reinforce their listening comprehension. In this study, repetition is not a mechanical drill, but a scaffold that supports students' engagement in contextual listening tasks. Within the context of listening practice, repetition helps learners internalize language patterns by interacting with real-life situations. While repetition is a valuable instructional technique, researchers emphasize that it should be implemented meaningfully and contextually rather than as isolated drills to sustain engagement and develop real-world communication skills. (Penston, 2021; P. Zhang, 2022). Repetition should not be the final goal; it is a temporary support tool. It helps learners notice and practice important language patterns, making it easier for them to move on to more challenging listening activities.

According to a global report by (Safeer et al., 2024), about 68% of EFL teachers worldwide reported that their students face difficulties understanding authentic listening. Although this data is based on a global survey, it reflects challenges commonly faced by EFL teachers, including those in Indonesia. This highlights a pressing need for teaching strategies that guide students through the process step by step. Repetition is essential in providing learners with initial exposure to language forms before engaging in real-world communication. It typically involves students repeating words, phrases, or sentence patterns after hearing them from the teacher or an audio source. Although often associated with traditional methods, repetition remains helpful in helping learners become familiar with English sound patterns, sentence structures, and pronunciation, especially when applied in a meaningful and contextual listening manner. P. Zhang (2022) explains that structured repetition can help learners develop automaticity, which is essential for recognizing language patterns quickly and accurately during listening.

While repetition can support comprehension, implementing it effectively in a modern classroom may pose challenges, such as keeping students engaged, integrating it with meaningful materials, or avoiding monotony. These concerns have led teachers to reconsider how repetition is delivered, pushing for more communicative and purposeful applications that align with contextual listening tasks. However, repetition is sometimes perceived as outdated or monotonous, notably when it lacks communicative purpose and is applied without meaningful context. To address these concerns, recent studies (Nation & Newton, 2009; P. Zhang, 2022) emphasize the importance of using contextual listening materials, such as animated conversations, classroom dialogues, or media texts, to help

learners engage with language in authentic and familiar situations. (Zhang, 2023) contextual listening tasks improve student engagement and comprehension by presenting language in meaningful and relevant situations. This aligns with the view that listening activities should focus on accuracy and helping students extract meaning and participate in real-world communication. On the other hand, Nation & Newton argue that structured repetition is still helpful, especially for beginner learners who need time to get used to the sound of English.

While repetition is often associated with traditional language teaching practices, recent research highlights its potential as a scaffolding tool when applied in structured and meaningful ways (Mulyono et al., 2023). Repetition can provide temporary linguistic support, helping learners internalize key language patterns before engaging with more complex and contextual listening tasks. In this view, repetition is not an outcome but a preparatory step that facilitates students' transition toward authentic language use. This perspective is particularly relevant for learners still developing their foundational listening skills. Therefore, this research investigated how an English teacher at MTsN 2 Malang utilizes repetition strategies in classroom listening activities and how these strategies serve as scaffolding to support contextual listening.

Putra (2019) found that using drill techniques, such as repetition and rhythm practice, was effective in helping junior high school students improve their ability to recognize sentence patterns and respond to simple instructions in English. Secondly, Albalawneh & Tepsuriwong (2020) revealed that scaffolding strategies like pre-teaching vocabulary, gestures, and modeling tasks successfully supported

primary school students' listening comprehension. Step-by-step guidance and repetition were considered the most helpful by the teachers.

Thirdly, Lembarek (2024) stated that integrating authentic materials such as podcasts and real dialogues into listening lessons improved students' vocabulary recognition, comprehension, and confidence in understanding native-like English, showing the benefits of contextual listening input. In addition, (Marzona, 2025) found that implementing audio repetition significantly improved students' listening comprehension skills in an Indonesian senior high school context. Repetition helped students better understand main ideas, recognize specific details, and reduce anxiety during listening tasks, indicating its effectiveness as a pedagogical strategy for enhancing listening skills.

These studies collectively highlight the value of repetition and contextual listening materials in improving students' listening comprehension. However, most existing research addresses these strategies separately, without examining how repetition can be used as a scaffolding strategy to prepare students for contextual listening tasks in actual classroom practice. Therefore, this study explores how an English teacher at MTsN 2 Malang utilizes repetition as instructional scaffolding to support learners in transitioning toward more meaningful and context-rich listening experiences. By focusing on the teacher's classroom strategies and pedagogical reasoning, this study offers insight into how repetition is implemented as a scaffold in EFL listening instruction, an aspect often overlooked in current literature.

1.2 Research Question

Based on the background of the research above, the researcher has identified the problem to be formulated as follows:

1. How does the teacher implement repetition as scaffolding in contextual listening practice?
2. What are the functions of repetition in supporting students' comprehension during contextual listening activities?

1.3 Objective of the Study

The objective of the study, based on the research questions, is:

1. To explore how an English teacher implements repetition as instructional scaffolding in contextual listening practice.
2. To identify the pedagogical functions of repetition in supporting students' comprehension during contextual listening activities.

1.4 Significance of the Study

This study is theoretically and practically important because it examines how traditional techniques, such as repetition, can be adapted and used to support contextual listening practices. It also highlights how repetition functions as a scaffolding tool, particularly for junior high school learners who still need structured guidance in listening activities.

1. Theoretical Significance

This research contributes to the field of language education by showing how repetition can be reconsidered as meaningful scaffolding in listening

instruction. It enriches the current literature by connecting structured repetition with contextual listening practice.

2. Practical Significance

a. For Institutions

This study can help schools and language programs reflect on and improve their strategy for teaching listening.

b. For Students

The findings may help students view listening as an active learning process. With structured repetition and contextual input, students may become more engaged and better prepared to understand spoken English in meaningful situations.

c. For teachers

This research provides insights into how repetition can be a scaffolding tool for teaching students listening comprehension in context-rich environments.

d. For Future Researchers

This study offers a reference for those interested in examining classroom-based scaffolding strategies and their application in listening instruction, particularly in secondary school settings.

1.5 Scope and Limitations of the Study

This research examined how an English teacher at the junior high school level utilizes repetition, particularly in listening instruction, as a scaffolding strategy to prepare students for contextual listening tasks. It examines how these techniques are applied in classroom practice and how they facilitate students in

engagement with meaningful listening tasks. The study focuses on the teacher's experience and reflections on using repetition as a support tool. It does not evaluate student performance or compare multiple teaching approaches. This study is limited to a single school and teacher, providing in-depth qualitative insights but limiting the generalizability of the findings. This single-teacher design is appropriate for in-depth qualitative exploration, allowing the researcher to observe how scaffolding through repetition unfolds in detail within a specific pedagogical context (Coombs, 2022).

1.6 Definition of Key Terms

To avoid misunderstandings, the following key terms are defined to provide clarity in the context of this research:

1. **Teacher's Strategy:** A teacher's strategy refers to the specific methods, techniques, or planned actions that a teacher employs to achieve learning objectives in the classroom. It involves deliberate instructional decisions based on students' needs, learning context, and teaching goals. In this study, the teacher's strategy refers to how the teacher uses repetition as scaffolding to facilitate students' understanding during listening activities.
2. **Repetition:** Repetition refers to the intentional reoccurrence of spoken language elements, such as words, phrases, or sentence patterns, used by the teacher to help students recognize, internalize, and respond to English input. It includes activities where learners repeat language structures in a structured and meaningful way to support listening comprehension.
3. **Scaffolding:** A temporary support the teacher provides to help students achieve learning goals they cannot reach independently. In this study,

scaffolding refers to the process by which repetition prepares students to understand more complex, contextual listening materials.

4. **Teaching Listening:** Teaching listening refers to the process of developing learners' ability to understand spoken language effectively. It involves exposing students to authentic audio materials, training them to recognize sounds, vocabulary, and meaning, and guiding them through strategies to interpret spoken input. In this study, teaching listening focuses on contextual listening activities, with repetition serving as scaffolding to enhance comprehension.
5. **EFL Classroom:** English as a Foreign Language classroom settings, where English is taught to learners in a country where English is not the primary language. This study takes place in a junior high school EFL context.

CHAPTER II

LITERATURE REVIEW

This chapter reviews relevant theories and previous studies to gain a deeper understanding of the use of repetition as a scaffolding tool in contextual listening practice. It begins by explaining the concept of listening skills and their significance in English language learning. The discussion then moves to how listening is taught in EFL classrooms, exploring repetition, its pedagogical purposes, and its potential role in supporting students' listening development. This chapter also outlines the concept of instructional scaffolding in language education, particularly as structured support for listening comprehension. Finally, it explores the theoretical foundation for analyzing how repetition can function as scaffolding to support learners' comprehension in meaningful and realistic classroom contexts.

2.1 Listening Skills

Listening is one of the four core language skills that support learners in understanding spoken English input. In the context of English as a Foreign Language (EFL) classroom, listening is often considered both fundamental and challenging, as it serves as a gateway to acquiring pronunciation, vocabulary, and comprehension strategies. As cited in (Intan et al., 2022), listening is an active process where learners construct meaning from sounds by connecting them to prior knowledge and context. Although listening is categorized as a receptive skill, it requires active cognitive engagement. Additionally, (Utami et al., 2023) emphasize that listening is one of the earliest language abilities developed by learners and forms the basis for acquiring speaking, reading, and writing skills. In an EFL classroom, students may struggle with listening due to a lack of exposure to

authentic input, different accents, or unfamiliar vocabulary. This highlights the importance of designing structured listening instruction that gradually prepares students to engage in contextual listening tasks that reflect real-life communication.

2.1.1 Teaching Listening

Teaching listening in the EFL classroom extends beyond merely playing audio recordings and posing questions. It encompasses a structured approach that guides learners through understanding spoken language, fostering linguistic competence, and strategic listening skills. Effective listening instruction typically involves three stages: pre-listening, while-listening, and post-listening, each serving a distinct purpose in facilitating comprehension and engagement.

In the pre-listening stage, teachers prepare students by activating prior knowledge, introducing key vocabulary, and setting clear objectives for the listening task. This preparation helps reduce anxiety and provides a framework for students to anticipate content, thereby enhancing their focus and motivation (Qasserras, 2025). Techniques such as discussing the topic, predicting content, and pre-teaching challenging vocabulary are commonly employed to prime students for the listening activity.

The while-listening stage involves students actively engaging with the audio material. During this phase, learners may be tasked with identifying specific information, noting key ideas, or following the structure of a conversation. This stage emphasizes developing bottom-up processing skills, such as decoding sounds and words, and top-down processing skills, like using context and prior knowledge to infer meaning (Nation & Newton, 2009). Activities are designed to maintain student engagement and to practice selective and responsive listening skills.

In the post-listening stage, learners reflect on the content and language features of the listening material. This may involve summarizing the main ideas, discussing interpretations with peers, or applying the information in new contexts through speaking or writing tasks. Such activities reinforce comprehension and provide opportunities for learners to integrate new language into their existing knowledge base (Qasserras, 2025).

Moreover, incorporating scaffolding strategies throughout these stages can significantly enhance listening comprehension. Scaffolding involves providing support structures that help learners bridge gaps in understanding, gradually removing these supports as proficiency increases. Techniques such as using visual aids, providing guided notes, and offering feedback are effective in assisting learners to process and retain auditory information (Ahmadi Safa & Rozati, 2017). For example, repetition of key phrases during the pre-listening phase can help prepare learners for comprehension.

Additionally, encouraging students to engage in reflective practices, such as maintaining listening journals, can promote metacognitive awareness. By reflecting on their listening experiences, learners can identify successful strategies and areas for improvement, leading to greater autonomy and confidence in their listening abilities (Gonzalez-Torres & Solano, 2024).

2.1.2 Principles of Teaching Listening

Several principles must be considered before the teacher delivers the material in a listening lesson. Considering these principles will help the teacher and contribute to making teaching and learning effective and efficient. As explained by (Jeremy Harmer, 2011), there are:

- a. Principle 1: Help students prepare to listen and provide authentic material

Teachers and students should be well-prepared for listening activities, with teachers incorporating authentic materials that reflect real-life speech, including natural patterns, pauses, and hesitations. Proper preparation and authentic resources help engage students more effectively and improve their listening comprehension across various contexts.

- b. Principle 2: Once may not be enough

Students always want to play the sounds more than once. They need repetition to catch the idea, or they want to complete things they missed in the first listening. In the listening activity, students should be encouraged to ask for repetition when needed. This aligns with the pedagogical value of repetition, which allows learners to revisit input and deepen comprehension.

- c. Principle 3: Encourage students to listen and respond to the content, not only the language

An essential part of listening is for teachers to design tasks with specific purposes, such as listening for the main idea (gist), for specific details, or the underlying meaning.

2.1.3 Models of Teaching Listening

Listening instruction in EFL contexts generally follows two main models: intensive listening and extensive listening. These models differ in purpose, activity type, and the level of language input given to students.

- a) Intensive Listening Model

Intensive listening is focused listening practice that helps students notice language features such as grammar, vocabulary, pronunciation, and sentence

structure. This model is usually applied in the classroom and involves short texts or dialogues, often repeated, with tasks like gap fills, sentence ordering, or comprehension questions. According to Nation & Newton (2020), intensive listening helps learners build decoding skills and develop bottom-up processing by closely analyzing what they hear.

b) Extensive Listening Model

Extensive listening emphasizes understanding the general meaning of longer audio texts, often done outside the classroom. It aims to build fluency, comprehension, and enjoyment through exposure to a variety of listening materials, including songs, podcasts, stories, and videos. In this model, students are encouraged to listen for pleasure or broad understanding without focusing too much on every word. As (Wilson, 2008) extensive listening enhances learners' ability to process spoken language in real time and fosters greater autonomy in language learning.

2.1.4 Learning Process of Teaching Listening Skills

Understanding how students process language is vital in language education, especially in teaching listening skills. Two essential approaches for understanding spoken language are top-down and bottom-up processing. These approaches help teachers analyze how students understand spoken language.

According to (Gu, 2018) bottom-up processing starts with the basic building blocks of language. It focuses on the smaller components of language, such as sounds, words, phrases, and sentences. When students use bottom-up processing, they build meaning by combining these smaller parts. Besides helping students understand better, this process will also improve their listening skills. They will

learn to recognize the main idea, identify essential details from the text, and find new words in the materials provided by the teacher.

In contrast, the top-down process is the first step for listeners as they apply their existing knowledge. It involves remembering past information to understand a message, moving from the words spoken by the speaker to what those words mean (Richard in Gu, 2018). This differs from the bottom-up process, which starts with the language and works to the meaning. In addition, this technique aims to help listeners hear the main idea, make conclusions, and summarize.

2.1.5 Learning Stages of Teaching Listening Skills

According to (Vandergrift & Goh, 2012), teaching listening skills in an EFL classroom is commonly structured into three main stages: pre-listening, while-listening, and post-listening

1. Pre-Listening

In this stage, teachers prepare students by setting objectives, activating background knowledge, and introducing key vocabulary or relevant linguistic structures. Discussing the topic, predicting content, or brainstorming helps students build mental readiness and reduce anxiety before listening.

2. While listening

This stage involves the listening task, in which students listen to the audio and complete exercises designed to enhance comprehension. These may include identifying main ideas, matching information, or filling in missing words. Teachers often replay the recording to ensure students grasp the necessary details.

3. Post-Listening

In the final stage, students reflect on what they have heard through follow-up tasks such as summarizing, discussing key points, or analyzing language features. This stage allows learners to consolidate understanding and will enable teachers to assess comprehension and provide feedback.

2.1.6 Contextual Listening Practice

Listening is a complex skill that goes beyond recognizing sounds and words. In real-life communication, listeners must understand meaning, intent, tone, and context. Contextual listening practice refers to listening activities embedded in realistic or meaningful situations, such as conversations in schools, homes, public settings, or task-based interactions in the classroom. Unlike traditional listening tasks that focus on isolated vocabulary or grammar, contextual listening emphasizes comprehension within a functional and communicative setting (Ridge, 2013).

According to (Vandergrift & Goh, 2012) contextual listening provides exposure to language use that mirrors authentic spoken communication. This helps learners develop the ability to interpret meaning based on situation, speaker intention, and interactional cues, essential components of listening in real-world contexts. For example, listening to a classroom dialogue, a role-played phone call, or a short video clip allows students to hear how English is used naturally, including pauses, intonation, and informal structures.

However, contextual listening is often challenging for EFL learners, especially at the junior secondary level. Learners may struggle to understand fast speech, unfamiliar vocabulary, and reduced forms that frequently appear in authentic materials. Nation and Newton (2009) argue that students need preparatory

support to engage effectively with this input type. Without such support, learners may feel overwhelmed and disengaged, reducing the effectiveness of listening instruction.

Instructional scaffolding becomes essential to bridge this gap. (Gibbons, 2014) notes that scaffolding in listening instruction involves breaking complex tasks into smaller steps, providing models, and offering guided practice before expecting students to perform independently. One such scaffolding technique is structured repetition, in which students repeat meaningful phrases or segments of spoken text before listening to the full version or using the input in an interactive context.

Repetition helps learners internalize linguistic patterns, become familiar with pronunciation and rhythm, and gradually build confidence in processing spoken English. When applied within contextual listening tasks, such as replaying and repeating parts of a video or dialogue, repetition serves as a cognitive and linguistic scaffold that supports learners in constructing meaning (Mulyono et al., 2023; Nation & Newton, 2009)

In this study, contextual listening practice is the core listening skill targeted. The research investigates how repetition is used as instructional scaffolding to support students' understanding during these activities. Rather than treating repetition as a mechanical drill, it is viewed as a preparatory step that helps students comprehend English input embedded in realistic, communicative situations. This makes repetition not just a technique for accuracy, but a strategic scaffolding tool that helps learners engage with authentic language in realistic communicative situations.

2.2 Repetition

Repetition is one of the oldest and most widely used techniques in language teaching, particularly in developing listening and speaking skills. In listening instruction, repetition refers to the deliberate repetition of language input words, phrases, or sentences to reinforce comprehension and internalize linguistic structures (Nation & Newton, 2009). This technique enables learners to process auditory input multiple times, resulting in improved recognition of sound patterns, rhythm, stress, and overall meaning.

From a sociocultural perspective, repetition can be understood as a form of verbal scaffolding that provides temporary linguistic support, helping learners operate within their Zone of Proximal Development (ZPD) (Vygotsky, 1978; Gibbons, 2014). As (Gibbons, 2014) Explain that scaffolding involves intentional assistance that is gradually reduced as learners gain independence. In listening instruction, repetition supports this process by allowing students to re-engage with key input, progressively improving their comprehension and confidence.

Nation and Newton (2009) emphasize that repetition aids noticing, a process in which learners become aware of linguistic features they may not initially recognize. This view aligns with Schmidt's (1990) Noticing Hypothesis, which suggests that conscious attention to input is essential for language acquisition. Through repetition, learners are given a second chance to notice vocabulary, grammar, intonation, and discourse markers that might otherwise be missed during a single exposure.

In addition to promoting noticing, repetition contributes to fluency development by reducing the cognitive effort required to process language. According to (Richards & Schmidt, 2013) repeated exposure to language chunks helps learners respond more automatically and smoothly to spoken input. This automaticity is crucial in listening, where language is processed in real-time and cannot be reviewed or reread.

While repetition is sometimes associated with mechanical drills, it remains pedagogically relevant when integrated into contextual and communicative listening tasks. (Field, 2008) suggests that repetition is most effective when it is purposeful, contextually grounded, and linked to a communicative goal. For example, repeating phrases from authentic video dialogues or role-play interactions enables learners to connect form with meaning in real-life contexts.

In this study, repetition is not just a memorization technique but a tool, specifically verbal scaffolding, that helps learners engage with listening input. Learners are guided toward a deeper understanding of spoken English by revisiting and practicing key language segments. Repetition thus connects initial exposure with deeper comprehension, fulfilling the scaffolding principle by offering temporary, adaptable support that encourages learner independence.

2.2.1 Type of Repetition

In language teaching, repetition does not only occur as simple drilling but also appears in several distinct forms that serve different pedagogical purposes. (Harmer, 2001) emphasizes that teachers often use choral repetition, in which the whole class repeats a word or sentence after the teacher. This type of repetition

helps students gain confidence and practice pronunciation without the fear of being singled out.

In addition to choral repetition, teachers may also use individual repetition, where selected students are asked to repeat expressions. According to (Richards & Rodgers, 2001), this technique enables teachers to check individual comprehension and pronunciation accuracy. Corrective repetition is another common type, in which the teacher provides the correct model after a student's error and asks the class to repeat it. This practice is essential for reinforcing accurate language use (Harmer, 2001).

Repetition can also take the form of simplified repetition and fading. Simplified repetition occurs when teachers break down longer utterances into shorter phrases before asking students to repeat, thereby lowering cognitive load and making the input more accessible (Nation & Newton, 2009). Fading, on the other hand, refers to the gradual reduction of teacher support, in which the teacher decreases prompts and allows students to produce the language more independently (Gibbons, 2014).

2.2.2 Pedagogical Function of Repetition as Scaffolding

Repetition appears in different forms and serves essential pedagogical functions in the classroom. From a scaffolding perspective, repetition acts as a temporary support that allows learners to notice, practice, and internalize language before they can use it independently (Gibbons, 2014; Wood et al., 1976)

One of its primary functions is modeling, where the teacher provides a correct linguistic form for students to imitate. (Harmer, 2001) explains that

repetition in this role enables learners to hear and practice accurate pronunciation, intonation, and rhythm. Another function is checking comprehension, since teachers often follow repetition by asking meaning-related questions, ensuring that students are not merely echoing sounds but also understanding them (Richards & Rodgers, 2001)

Repetition also serves as reinforcement by providing students with additional opportunities to practice correct forms after making errors. This process strengthens accuracy and prevents miss learned forms from becoming fossilized (Nation & Newton, 2009). In addition, repetition contributes to building confidence, as learners repeat in chorus and feel less pressure than speaking individually (Harmer, 2007). This collective practice reduces anxiety and encourages participation, particularly in EFL contexts.

2.3 Scaffolding

Scaffolding is a teaching approach that provides temporary support to learners, enabling them to complete tasks that are too difficult to do alone. The idea originates in Vygotsky's (1978) sociocultural theory, which posits that learning is most effective when it occurs with assistance from a more knowledgeable individual. In the classroom, the teacher acts as a facilitator, providing step-by-step guidance and gradually reducing support as students become more independent. According to (Wilson, 2008) scaffolding can include simplifying instructions, modeling answers, and breaking complex tasks into smaller steps. This gradual release of responsibility enables students to work within their Zone of Proximal Development (ZPD), the area between what they can accomplish independently and what they can achieve with support.

In second language learning, scaffolding is essential for helping students deal with unfamiliar or challenging input. For example, learners often struggle with fast speech, unknown vocabulary, or a lack of context in listening. Teachers can scaffold these challenges before, during, and after listening tasks. For example, they may introduce key vocabulary or give simple examples before listening. During listening, they may pause the audio, repeat key parts, or correct mistakes immediately. After listening, they can guide students to reflect on what they heard. This early support is sometimes called initial scaffolding because it helps prepare students and reduce the difficulty before they face the main task (Gibbons, 2014).

Gibbons (2014) also distinguishes between macro-scaffolding and micro-scaffolding. Macro-scaffolding refers to the overall plan of a lesson or unit, encompassing the sequencing of tasks and the gradual introduction of language. Micro-scaffolding occurs in the moment, during classroom interactions, when the teacher repeats, rephrases, or highlights specific parts of the language. Both are necessary in an EFL listening class: macro-scaffolding provides structure, while micro-scaffolding offers quick, real-time support.

Scaffolding can also be grouped into three types (Gibbons, 2002; Hammond, 2001):

1. Verbal scaffolding, language-based support such as repeating, paraphrasing, or expanding learner responses
2. Procedural scaffolding, breaking tasks into smaller and more manageable steps.
3. Instructional scaffolding includes using tools, resources, or planned sequences to support learning.

Among these, verbal scaffolding is most relevant for listening, as it includes strategies such as repetition, clarification, and intonation modeling that help students understand spoken input. In contextual listening practice, verbal scaffolding through repetition links language to meaningful situations, such as daily routines, helping students connect what they hear to real-life experiences.

In listening tasks, micro-scaffolding is especially important. It includes repeating key phrases, breaking long sentences into shorter ones, or giving cues to focus attention. These small supports give students confidence and help them process input. For lower-level learners, repetition can bridge the gap between hearing and understanding (Nation & Newton, 2009). Scaffolding is also *contingent*, meaning teachers adjust their support depending on student needs. For example, if students mispronounce a word, the teacher may correct it and ask the whole class to repeat it. This shows how repetition can be used as real-time support (Gibbons, 2014; Walqui, 2006).

Although repetition is sometimes seen as mechanical drilling, it works as a scaffolding technique when used meaningfully. Scholars such as Catherine and Long (2005), Hammond (2001), and Walqui (2006) (Ahmadi Safa & Rozati, 2017) argue that scaffolding should always be temporary and adaptive. For example, guided repetition in the pre-listening stage helps students become familiar with target-language chunks, making it easier for them to process them when they hear them in context later. However, it can also be applied during or after listening as teachers respond to learners' difficulties.

From the perspective of interactionist theories of second language acquisition (Catherine & H. Long, 2005), language learning works best through

interaction and negotiation of meaning. In this way, repetition is not just drilling, but scaffolded rehearsal that prepares students for communication. When students repeat key expressions from listening materials, they become more confident in recognizing those expressions in real-time listening, which improves both comprehension and readiness for interaction (Ahmadi Safa & Rozati, 2017).

2.3.1 Dimension of Scaffolding

Scaffolding is a multi-dimensional concept that involves different aspects of teacher support to help students move from dependence to independence in learning. According to Walqui (2006) and Hammond & Gibbons (2005), scaffolding can be described through several dimensions that reflect both the form and function of teacher assistance. The following dimensions are relevant to this study:

1. Content of dimension

This dimension focuses on what knowledge or skill is being scaffolded. In language learning, it relates to linguistic input such as vocabulary, grammar, and pronunciation. The teacher provides simplified and structured language forms to help learners comprehend new content before they can use it independently.

2. Procedural dimension

This dimension refers to how the teacher structures learning tasks to make them accessible to students. It includes sequencing tasks, modeling, providing guided practice, and gradually increasing task complexity. Through procedural scaffolding, learners receive step-by-step guidance that enables them to participate successfully in communication activities.

3. Strategic Dimension

Strategic scaffolding emphasizes the learning strategies and metacognitive awareness that the teacher fosters in students. The teacher encourages students to use techniques such as predicting, monitoring, and self-correcting during listening or speaking activities.

4. Affective Dimension

This dimension relates to the emotional and motivational support that teachers provide. Encouragement, praise, and a supportive classroom atmosphere help learners feel confident and reduce anxiety, which is crucial in listening practice. In this study, repetition also plays a role in affective scaffolding, helping students build confidence through collective practice.

These scaffolding dimensions can be practically realized through classroom techniques such as repetition. In the context of language teaching, repetition activities reflect various dimensions of scaffolding. For instance, choral and corrective repetition serve as content scaffolding, simplifying and modeling correct linguistic forms. Gradual reduction of repetition demonstrates procedural scaffolding, while collective repetition that builds learners' confidence reflects affective scaffolding. Therefore, repetition activities can be understood as concrete classroom manifestations of scaffolding dimensions that support learners.

2.4 EFL Classroom

Given students' challenges in EFL environments, structured instructional support, such as repetition, becomes increasingly vital in developing listening proficiency. English as a Foreign Language (EFL) classroom refers to educational settings where English is taught to students in countries where English is not the primary language of communication. In these contexts, English is often learned as

an academic subject rather than used as a medium of daily interaction. As such, EFL learners typically have limited exposure to authentic English outside the classroom, which presents challenges in developing communicative competence, particularly in receptive skills such as listening.

(Richards & Schmidt, 2013) define EFL settings as learning environments in which students study English in their home country, with limited opportunities for immersion in native-speaking contexts. This makes instructional strategies, classroom materials, and teacher mediation crucial in bridging the gap between classroom language and real-world use. In an EFL classroom, students rely heavily on teacher input and classroom resources to provide language exposure that would otherwise occur naturally in second-language (ESL) environments.

In recent years, EFL pedagogy has shifted from a grammar-based approach to communicative and learner-centered methods. As noted by (Marwan, 2017), effective EFL instruction emphasizes meaningful input, student interaction, and scaffolded support to promote active engagement and long-term language development. This is particularly true in listening instruction, where students struggle to understand fast, unfamiliar spoken texts without contextual cues.

Furthermore, the role of the teacher in the EFL classroom extends beyond delivering content to designing tasks that replicate real-life communication. According to (Anagnostopoulou et al., 2023) EFL teachers must create opportunities for learners to engage with semi-authentic and authentic materials, structure lessons to support gradual language acquisition, and adjust the complexity of input based on students' proficiency levels. Using scaffolding strategies such as

repetition, prediction, and modeling is especially important in these settings, as it helps compensate for the absence of naturalistic exposure.

In junior high school EFL contexts, such as the one in this study, students are generally in the early stages of language development. They often benefit from structured guidance, repetitive exposure to target forms, and contextual listening tasks that help them connect classroom learning to real-world use. As (Albalawneh & Tepsuriwong, 2020) argue that integrating scaffolding techniques into EFL listening instruction can enhance comprehension and build learner confidence, particularly when dealing with complex or unfamiliar input.

2.5 Previous Study

After discussing the theoretical foundations of repetition and scaffolding, it is essential to review several prior studies on these concepts. Reviewing previous research provides a broader understanding of how repetition and scaffolding have been implemented in various English as a Foreign Language (EFL) contexts. It also helps identify the similarities and differences between this study and earlier works, particularly in terms of research focus, methods, and findings.

The studies reviewed in this section serve two primary purposes. First, they provide empirical evidence that supports the use of repetition and scaffolding as effective instructional strategies in developing students' listening comprehension. Second, they highlight the research gap that this study aims to fill, specifically the exploration of how repetition functions as scaffolding in contextual listening practice from the teacher's perspective. By examining these studies, the researcher establishes the theoretical and empirical foundation that strengthens the relevance and originality of the present research.

The first previous study was conducted by (Putra, 2019) under the title *“Improving Students’ Listening Comprehension through Drill Technique.”* The problem addressed in this study was the low listening comprehension of junior high school students due to their difficulty in recognizing sentence patterns and sound structures. This study focused on the implementation of drill techniques to improve students’ listening comprehension. Using a classroom action research method, the researcher observed students at SMPN 2 Bandar Lampung. The result showed that the drill technique significantly improved the students’ ability to understand spoken English, especially in identifying sentence rhythm and responding to simple instructions.

The second study was carried out by (Albalawneh & Tepsuriwong, 2020), titled *“Scaffolding Strategies Used in Teaching Listening Comprehension to Young Learners.”* This research aimed to investigate how EFL teachers apply scaffolding strategies when teaching listening comprehension to primary students. The study employed a qualitative method, incorporating classroom observations and teacher interviews. The participants were Grade 6 EFL teachers. The results revealed that scaffolding strategies such as pre-teaching vocabulary, gestures, and modeling listening tasks helped students better understand listening activities. Teachers emphasized the importance of step-by-step guidance and repetition to support student comprehension.

The third relevant study was conducted by (Lembarek, 2024) entitled *“Integrating Authentic Listening Materials to Improve Listening Skills in EFL Classes.”* The study focused on EFL students' limited exposure to authentic listening materials. It used a classroom-based experimental design involving

intermediate-level EFL learners. The researcher introduced authentic listening materials such as podcasts and real dialogues into listening classes. The result showed that contextual listening input using authentic materials improved students' comprehension, vocabulary recognition, and confidence in understanding native-like English.

The fourth relevant study was conducted by Marzona (2025) entitled “The Effectiveness of Audio Repetition in Enhancing Listening Comprehension.” This study investigated the effect of repeated audio exposure on the listening comprehension of senior high school students in Indonesia. Using a quasi-experimental design with pre-test and post-test, the research compared students who listened to the audio twice with those who heard it only once. The findings showed that students in the repetition group achieved significantly higher gains in understanding main ideas, identifying specific details, and interpreting contextual meaning. Additionally, audio repetition reduced students' anxiety and boosted their confidence during listening activities.

Based on previous studies, the current research conducted by the researcher shares several similarities and differences with them. The similarity lies in the topic's focus, where both previous and current studies investigate the use of strategies in teaching listening skills, especially in the context of EFL learners. In addition, several previous studies have also employed qualitative approaches or combined them with classroom-based observations and interviews to understand classroom practice, a methodology similar to that used in this research.

However, there are also notable differences. Most previous studies focused either on the effectiveness of drilling alone (Putra, 2019), the use of scaffolding

strategies (Albalawneh & Tepsuriwong, 2020), or the integration of authentic materials (Lembarek, 2024). In contrast, this study explores explicitly how repetition is used as a scaffolding tool to support contextual listening, a connection that has not been directly addressed in earlier studies. Another distinction is in the research focus.

While previous studies commonly involved multiple participants or emphasized student performance, this study focuses solely on a single English teacher's classroom practice, aiming to understand how repetition-based strategies are applied from the teacher's perspective in supporting students' listening development. Based on these gaps, the researcher is motivated to investigate how teachers apply repetition as scaffolding in listening practice and what pedagogical functions this strategy serves.

CHAPTER III

METHODOLOGY

In this chapter, the researcher aims to explain the research design, the research subject, the instruments used, the data collection technique, and data validity.

3.1 Research Design

This study used a qualitative descriptive design to describe how the English teacher implemented repetition as a scaffolding tool in contextual listening practice. This approach was appropriate because it focused on understanding classroom behavior in its natural setting and describing how the teacher used repetition to support students' listening comprehension. The qualitative design also allowed the researcher to capture the process in detail, rather than reducing it to numerical data. As (Saragih, 2022) explained that qualitative research helps explore the meanings behind human behavior and social phenomena. In this study, the researcher sought to understand how repetition was applied in the classroom and how it functioned as scaffolding. The data were collected in the form of words, descriptions, and direct quotations, making this method relevant to the research's purpose.

The researcher employed three instruments to achieve this purpose: an observation checklist, observation notes, and an interview guide. The observation checklist was used to record the occurrence of predetermined indicators related to repetition, such as choral repetition, corrective repetition, and fading. Although simplification is mentioned in the literature as one possible form of scaffolding, it was not included in the observation checklist because the classroom data were

limited to simple daily routine expressions that did not require further simplification.

The observation notes were written during the classroom observation to capture contextual details that the checklist could not represent, including the teacher's gestures, students' responses, and the overall classroom atmosphere. Finally, the interview guide was used to obtain the teacher's perspective on why repetition was applied and what pedagogical functions it served in supporting students' listening comprehension. By combining these instruments, the researcher ensured that the data represented the occurrence of repetition and the context and pedagogical functions behind its use.

3.2 Subject of the Research

In line with this research's focus, the subject was an English teacher at MTsN 2 Malang who actively used repetition as scaffolding in teaching listening. She is in her mid-twenties and holds a Bachelor's Degree in English Education from Universitas Negeri Malang. She has approximately 5 years of teaching experience, primarily in English for junior high school students. In her teaching practice, she often combines repetition with contextual listening materials to enhance students' comprehension and engagement. The teacher was chosen because of the consistent use of repetition strategies integrated with contextual listening materials, which made them an appropriate subject for understanding how repetition could function as instructional scaffolding.

MTsN 2 Malang was selected as the research site because the school provided a supportive environment for applying various teaching techniques, including structured repetition in listening lessons. In this setting, the teacher

regularly reinforced vocabulary and sentence patterns through repetition while guiding students in contextual listening tasks. This made the site suitable for observing the implementation of repetition as a scaffolding technique.

The study focused on one teacher to allow for an in-depth exploration of teaching practices and pedagogical decision-making. Through classroom observation and interviews, the researcher investigated how repetition was employed as scaffolding, how it aligned with contextual listening activities, and what pedagogical functions it served in supporting students' listening comprehension.

3.3 Research Instrument

A research instrument is a tool that helps researchers collect, measure, and analyze data. The instruments provide systematic guidance to obtain data that are relevant to the research focus (Masruroh & Mubarak, 2023). In qualitative research, the researcher also acts as the primary instrument, supported by tools such as observation checklists and interview guides (Rahmanningrum, 2022).

This study used three instruments: an observation checklist, observation notes, and an interview guide. The observation checklist was designed to record the occurrence of predetermined indicators related to repetition, such as choral repetition, corrective repetition, and fading. The observation notes were written during the observation to capture contextual details that the checklist could not represent, including teacher gestures, students' responses, and the classroom atmosphere. These notes complemented the checklist by providing richer descriptive data for analysis. Finally, the interview guide comprised approximately ten open-ended questions addressed to the English teacher. The interview aimed to

explore the teachers' perspectives on how they applied repetition and what pedagogical functions it served in the classroom.

3.3.1 Observation

In this study, the researcher conducted an observational session on May 16, 2025, in an eighth-grade English class at MTsN 2 Malang. The focus was on how the teacher applied repetition as a scaffolding tool to support students' comprehension during contextual listening tasks. The researcher examined how repetition was implemented step by step during the lesson, including how the teacher introduced and modeled key expressions, integrated repetition into listening activities, and gradually reduced it as students gained understanding. In addition, the researcher also explored the pedagogical functions of repetition, such as providing modeling, simplifying input, checking comprehension, and supporting students' confidence during contextual listening practice.

3.3.2 Observation Notes

In addition to the observation checklist, the researcher used observation notes during the classroom observation. These notes were taken to capture contextual details that the checklist could not represent, such as the teacher's gestures, tone of voice, students' reactions, and the overall atmosphere of the classroom. The observation notes complemented the checklist by providing descriptive evidence of how repetition was implemented as scaffolding and how students responded in contextual listening activities.

3.3.3 Interview

Apart from observing the classroom teaching process and implementing repetition, the researcher interviewed the English teacher at MTsN 2 Malang. A semi-structured interview consisted of approximately ten open-ended questions

designed to explore the teacher's perspective on how repetition was applied in the classroom and what pedagogical functions it served as scaffolding in contextual listening practice.

The interview was conducted in Indonesian to ensure the teacher could express ideas freely and comfortably. After the session, the researcher transcribed and translated the data into English for analysis and interpretation. The interview was scheduled for May 2025, following the completion of classroom observation.

This interview aimed to provide deeper insight into how repetition was implemented step by step as instructional scaffolding (RQ1) and to reveal the teacher's view on its pedagogical functions in supporting students' listening comprehension, such as modeling, simplifying input, checking comprehension, and fostering confidence (RQ2)

3.4 Data Collection

In this study, the data were collected through classroom observation, semi-structured interviews, and observation notes. These instruments provided a detailed and contextual understanding of how repetition, as a form of scaffolding, was implemented to support listening comprehension at MTsN 2 Malang.

1. Classroom Observation

The researcher observed an English listening class, focusing on how repetition was applied as a scaffolding strategy. An observation checklist was used to record predetermined indicators, such as choral repetition, corrective repetition, and fading. This checklist helped identify the frequency and type of repetition used during the lesson.

2. Observation Notes

In addition to the checklist, the researcher took observational notes to capture contextual details, including the sequence of activities, teacher instructions, and students' engagement during listening practice. These notes provided descriptive information that complemented the checklist, giving a richer picture of classroom interaction.

3. Semi-Structured Interview

A semi-structured interview was conducted with the English teacher to explore their perspective on the use of repetition in listening activities. The interview consisted of approximately ten open-ended questions and was conducted in Indonesian to ensure the teacher could respond comfortably. The data were later transcribed and translated into English for analysis. The interview aimed to gain deeper insight into how repetition was implemented (RQ1) and what pedagogical functions it served in supporting students' listening comprehension (RQ2).

Research Question	Data Type / Source	Data Collection Technique	Instrument	Data Expected / Focus
How does the teacher implement repetition as scaffolding in teaching listening in an EFL classroom?	Qualitative data from classroom observation	Classroom observation	Observation checklist & observation notes	Evidence of how repetition is implemented step by step as scaffolding: modeling, comprehension checking, reinforcement,

				fading support, and transition to independence.
What are the pedagogical functions of repetition in supporting students' listening comprehension?	Qualitative data from teacher interview	Semi-structured interview	Interview guide and interview transcript	Teacher's pedagogical reasoning about the functions of repetition: modeling correct pronunciation, checking comprehension, reinforcing accuracy, building confidence, and reducing scaffolding progressively.

The data collection matrix above illustrates the relationships among the research questions, data sources, data collection methods, and the instruments used in this study. To answer the first research question, classroom observation was conducted using an observation checklist and notes to document how repetition was implemented step by step as scaffolding during listening lessons. Meanwhile, to address the second research question, a semi-structured interview was carried out with the English teacher to explore her pedagogical reasoning and the role of repetition in supporting students' understanding. The integration of these instruments, supported by Appendices V to VIII, ensured that the data collected

were both triangulated and rich in context, enabling a credible interpretation of the findings.

3.5 Data Analysis

Data analysis in qualitative research is conducted interactively and continuously throughout the research process. Sugiyono (2013) states that qualitative data analysis can begin when the researcher enters the research site, enabling more effective data collection and interpretation. In this study, the analysis of data obtained from the observation checklist, observation notes, and interview transcripts followed three main stages:

1. Data Reduction

After the classroom observation and interview, the researcher organized all the raw data. Only the marked repetition indicators (such as choral or corrective repetition) were kept from the observation checklist for further analysis. The observation notes were carefully read, and descriptions unrelated to repetition or listening were set aside. From the interview transcripts, statements explaining how the teacher used repetition and the functions it served were highlighted. At this stage, the data were sorted and grouped into categories such as “implementation steps” and “pedagogical functions.”

2. Data Display

The reduced data were then arranged into clear narrative descriptions. For example, the checklist indicators were displayed as part of a sequence of activities to describe how repetition was implemented in the classroom. Meanwhile, quotations from the interview and details from the notes were displayed to illustrate why repetition was used and what functions it served. The display was organized

thematically, so the reader could see patterns such as repetition for modeling, checking comprehension, or building confidence.

3. Conclusion, Drawing, and Verification

In the final stage, the researcher connected the displayed data to the research questions. The analysis explained (a) the stages of implementation of repetition as scaffolding in listening practice (RQ1), and (b) the pedagogical functions that emerged from the teacher's practice (RQ2). These conclusions were checked by comparing information across instruments, for instance, whether the teacher mentioned the use of repetition observed in the classroom in the interview. The conclusions were also cross-referenced with relevant literature to strengthen the credibility of the findings.

3.6 Data Validity

After completing data collection, the researcher conducted data validation through triangulation to ensure the accuracy and reliability of the findings. Sugiyono (2013) states that triangulation can be conducted through sources, techniques, or time. In this study, the researcher employed methodological triangulation, a method that uses multiple techniques to cross-check data. The researcher collected information from the same source, the English teacher, through classroom observation, observation notes, and a semi-structured interview. The observation checklist documented how repetition was implemented, the observation notes described the classroom context and student responses, and the interview provided the teacher's perspective on its pedagogical functions. By comparing these three data sets, the researcher confirmed the consistency of the

findings and strengthened the credibility of the conclusions regarding both the implementation of repetition (RQ1) and its pedagogical functions (RQ2).

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings obtained from classroom observations, teacher interviews, and documentation related to implementing repetition as a scaffolding for contextual listening practice in the EFL classroom.

4.1 Finding

In this section, the researcher presents the findings obtained from classroom observations, interviews, and documentation regarding implementing repetition as scaffolding for contextual listening practice at MTsN 2 Malang. The presentation of the findings is structured to address the research questions of this study. The first part describes how the English teacher applied repetition as instructional scaffolding during listening activities. The second part discusses the pedagogical functions of repetition in supporting students' comprehension in contextual listening tasks. These stages were carried out to provide a clear answer to the research questions and give a comprehensive picture of how repetition was employed in the classroom.

4.1.1 The Implementation of Repetition as Scaffolding for Contextual Listening Practice

In answering the first research question regarding *“How does the teacher implement repetition as scaffolding for contextual listening practice?”*, the researcher identified several stages during classroom observation and interview. The implementation was not mechanical but appeared as gradual scaffolding,

starting from modelling, moving through comprehension checks, and finally allowing students to use the language more independently. The findings for each stage are described below:

A. Pre-listening Stage

In the pre-listening stage, the teacher began the lesson by greeting the students and introducing the topic of daily activities. As recorded in the observation checklist, she introduced the material and explained the use of the present tense before linking it to the context of daily routines. The observation notes also supported this, which indicated that students listened attentively to her brief explanation and contextual examples related to daily routines. The focus at this stage was on preparing students with background knowledge rather than on repetition itself.

The teacher further confirmed this approach in the interview:

"I usually begin by explaining the lesson, for example, the present tense. I explain the present tense and how it is formed, then I connect it to a theme such as daily activities and similar topics. I also provide examples of the material to help students understand it better."

Based on the interview results, she explained that she usually began by clarifying the material, such as introducing the present tense form, and then linking it to familiar contexts like daily activities. However, she also mentioned in the interview that she did not normally use repetition during this stage. Instead, she focused on giving clear explanations and examples to make the material easier to understand. It was proven by:

"When introducing the material, I do not use repetition. I usually only give simple examples, but do not provide repetition."

In this way, the pre-listening stage focused more on building background knowledge and ensuring students understood the topic before moving on to the listening task. Repetition was not emphasized at this stage. Instead, the teacher provided support by explaining and modeling the material in context, which prepared the students for the following stage where repetition played a more significant role.

B. While-listening Stage

While listening, repetition became the primary scaffolding strategy used by the teacher. According to the observation checklist, the teacher asked students to repeat the dialogues collectively after she modeled them. When errors in pronunciation or grammar occurred, she immediately corrected the mistakes and then had the students repeat the correct version together. The checklist also recorded that repetition was not maintained at the same level throughout the activity. At the beginning of the lesson, the teacher guided the class through several rounds of repetition. Still, as the activity continued, she gradually reduced this support so that students could try producing sentences without repeating after her.

The observation notes provide a more precise account of the sequence of events. The teacher played the audio three times. In the first listening, students focused on the overall meaning, followed by a collective repetition where the teacher read aloud each sentence from the audio and the students repeated after her. During this stage, corrections were made directly when mispronunciations occurred. In the second listening, students began to complete a fill-in-the-blank worksheet while maintaining their attention to the audio. The third listening emphasized identifying missing keywords rather than repeating the whole sentence. Afterward, the teacher led a correction session, asking individual students to

provide answers while the class checked them together. These steps showed how repetition was heavily applied at the beginning, then slowly reduced to encourage students to rely on their comprehension.

The interview data also supported the findings from the classroom observations. The teacher explained that when students had difficulty understanding the audio, she would usually replay it and check their comprehension.

“When students had difficulty understanding the audio, I usually replayed it. Then, I checked their comprehension based on whether they could answer the questions.”

She also mentioned that she often asked students to repeat words or sentences after listening so that they could become more familiar with correct pronunciation and focus on essential vocabulary.

“I often ask students to repeat words or sentences after listening. The purpose is to help them get used to correct pronunciation and make it easier to remember vocabulary. Through repetition, students become more focused, especially on important keywords.”

Furthermore, she described how she handled errors. When a student made a mistake in pronunciation or comprehension, she immediately corrected it, repeated the correct form, and then asked the class to repeat it together.

“If a student makes a mistake in pronunciation or comprehension, I usually correct the error until it is right before continuing the lesson. After that, I repeat the word or sentence with the correct pronunciation, and then ask the students to imitate it together.”

In addition, the teacher confirmed that she gradually reduced repetition once students showed more independence and confidence in handling the material.

“I usually reduce repetition when the students show they have mastered the material. The reason is that since they are already capable, excessive repetition is not necessary.”

Finally, she explained that although students had different levels of comprehension, she did not apply repetition differently to each group. Instead, she usually corrected the errors of weaker students first before moving forward, making repetition an inclusive and practical strategy for the whole class.

“I usually treat them equally, but I still take those with lower levels of understanding as a reference. For example, when doing repetition, if a student makes a mistake, I correct the error first, and once it is correct, I continue the lesson.”

These observations and interview results indicate that repetition was a central technique in the while-listening stage. It was used to model correct pronunciation and sentence patterns, correct errors, and guide students’ audio comprehension. Over time, the teacher gradually reduced the frequency of repetition, giving students more opportunities to rely on their own understanding.

C. Post-Listening Stage

In the post-listening stage, the teacher shifted the focus from intensive practice to reflection and encouragement. The observation notes indicate that the lesson concluded with the teacher commending the students’ effort and encouraging them to practice similar dialogues at home. The atmosphere in the classroom was supportive, with students receiving positive feedback after presenting their dialogues.

The observation checklist also confirmed this, noting that the teacher encouraged students to apply the material in various contexts of their daily life. Instead of repeating words and sentences intensively, as in the while-listening stage, repetition was no longer explicitly applied in class, but students were encouraged to continue practicing independently.

This indicates that in the post-listening stage, the teacher employed encouragement and reflection to foster continued learning. Students were reminded that continuing practice independently would help them internalize the language beyond the classroom setting.

4.1.2 Functions of Repetition in Supporting Students' Comprehension during Contextual Listening Activities

To answer the second research question related to the functions of repetition in supporting students' comprehension during contextual listening activities, the researcher found several pedagogical functions of repetition. Based on the observation checklist, notes, and interview, repetition was used as a mechanical task and had different purposes in helping students learn. These purposes include modeling correct forms, checking comprehension, reinforcing accuracy, building confidence, and supporting students as they move toward independent performance. Each of these functions is explained in detail below.

A. Modelling

One of the key functions of repetition was modeling. According to the observation checklist, the teacher first provided a correct model of pronunciation and sentence structures before asking the students to repeat after her. This was also seen in the observation notes, which described how, during the first round of listening, the teacher read aloud the sentences from the audio correctly, and then all students repeated them together. By doing so, students will better catch and remember the words or sentences they hear.

The teacher also confirmed this in the interview. She explained:

"I often ask students to repeat words or sentences after listening. The purpose is to help them get used to correct pronunciation and make it easier to

remember vocabulary. Through repetition, students become more focused, especially on important keywords.”

The teacher often asked students to repeat words or sentences after listening so they could become accustomed to the correct pronunciation. In addition, she stated:

“If a student makes a mistake in pronunciation or comprehension, I usually correct the error until it is right before continuing the lesson. After that, I repeat the word or sentence with the correct pronunciation and ask the students to imitate it together.”

When students made pronunciation mistakes, she corrected them first, repeated the correct form, and finally asked them to imitate it together. Through this approach, repetition served as a modeling tool, giving students a clear example to follow. It allowed them to hear the correct form first, and then practice it themselves with guidance from the teacher.

B. Checking Comprehension

Another function of repetition was checking students’ comprehension. The observation checklist noted that after leading students in repetition, the teacher often followed up by checking their understanding of the meaning. This was also made clear in the observation notes. After the audio was played and the students collectively repeated the sentences, the teacher conducted a correction session. She called on students one by one to mention the missing keywords. These keywords were corrected until the responses were accurate, and the selected student was asked to translate the sentence. The teacher said:

“If the mistake is related to comprehension, I guide them by asking again about the meaning of the incorrect keyword or inviting another student to help correct it. In this way, they can improve independently without feeling pressured.”

When the mistake was related to comprehension, the teacher would guide the student by asking again about the meaning of the incorrect keyword or inviting

another student to help correct it. This way, students could improve their understanding without feeling pressured.

The teacher also added:

“Through repetition, students can become accustomed to correct pronunciation, so they do not just hear it once and then forget.”

The teacher stated that repetition helped students remember what they had learned because hearing and repeating words several times gave them a stronger grasp of meaning than forgetting after hearing them only once.

C. Reinforcement

Repetition also served as reinforcement, helping students strengthen both memory and accuracy. The observation checklist indicated that the teacher frequently asked students to repeat correct forms several times, especially in pronunciation and verb usage. This practice ensured that students not only heard the target language once but also had multiple opportunities to internalize it. The classroom notes supported this, especially in the while-listening stage where the teacher corrected students' mispronunciations and required the class to repeat the corrected version. This correction and repetition cycle allowed students to reinforce accurate forms and avoid repeating the same mistakes.

The interview data confirmed this role of repetition. The teacher explained that repetition helps students remember words or sentences better, as hearing and practicing them several times prevents quick forgetting.

“In my opinion, the main function of repetition in teaching listening is to make it easier for students to catch and remember the words or sentences they hear.”

The teacher also emphasized that repetition allowed students to focus on essential vocabulary and become accustomed to it, which made it easier to retain.

“I often ask students to repeat words or sentences after listening. The purpose is to help them get used to correct pronunciation and make it easier to remember vocabulary.”

In addition, the teacher pointed out that correction followed by repetition reinforced accuracy in both pronunciation and comprehension, because students could immediately practice the correct form after making an error.

“If a student makes a mistake in pronunciation or comprehension, I usually correct the error until it is right before continuing the lesson. After that, I repeat the word or sentence with the correct pronunciation and ask the students to imitate it together. If the mistake concerns comprehension, I guide them by asking again about the meaning of the incorrect keyword or inviting another student to help correct it. In this way, they can improve independently without feeling pressured.”

D. Building Confidence

Repetition also contributed to building students’ confidence in using English. The observation checklist noted that collective repetition created a safe environment where students could practice together without feeling pressured. This encouraged them to participate more actively, as many students were more willing to repeat sentences when practicing in groups.

The observation notes also supported this. During the whole-listening stage, students repeated sentences in unison after the teacher modeled them. This collective activity reduced the pressure on individuals and allowed them to gain fluency before being called to answer individually. The teacher also confirmed this role in the interview. She explained that after several rounds of repetition, students became more confident in pronouncing complete sentences when asked.

“I feel that repetition is very helpful. For example, when students mispronounce a word from the audio, I repeat the word with the correct pronunciation, and then the students imitate it together. From this, they become

more accurate in their pronunciation. I also notice that after repeating several times, they become more confident in reading full sentences when asked.”

The teacher added that repetition helped students prepare for contextual listening tasks connected to real-life situations. By practicing through repetition, students gained a deeper understanding of the material and developed the confidence to interact with the language in authentic contexts.

“In my opinion, repetition plays a very important role. By repeating words or sentences, students become more familiar with correct pronunciation and with hearing sentences in English. This helps them to master the material being taught, so that later it will be easier to connect it with real contexts, such as in daily life. In addition, when students are given contextual listening tasks, they can complete them more easily because they have already mastered the material.”

In this way, repetition functioned as a practice tool and a source of motivation and self-assurance. By reducing students’ anxiety during group practice and gradually increasing their ability to produce sentences independently, repetition helped them build greater confidence in their listening and speaking. This confidence was not limited to classroom tasks but extended to real-life communication, making repetition an essential scaffold for learners’ long-term language development.

4.2 Discussion

In this session, the researcher discussed the results of his findings, which were based on classroom observation checklists, detailed field notes, and semi-structured interviews conducted with the English teacher at MTsN 2 Malang. This discussion aims to connect the empirical findings with the theoretical foundations and previous studies reviewed in Chapter II.

In this discussion, the researcher first focuses on the question: *“How does the teacher implement repetition as scaffolding for contextual listening practice in the EFL classroom?”* The second research question will be discussed later: *“What*

are the functions of repetition techniques in supporting students' comprehension during contextual listening activities?" Both research questions are addressed systematically, starting with the teacher's classroom practices and followed by their pedagogical implications.

4.2.1 The Implementation of Repetition as Scaffolding for Contextual Listening Practice

After the researcher conducted classroom observations to identify how the teacher implemented repetition in teaching listening, it was found that repetition did not appear as mechanical drilling but was used as a form of scaffolding across different lesson stages. This was confirmed through data triangulation, which included observation checklists, observation notes, and interview responses. All three sources consistently showed that repetition was strategically placed, starting from modeling, moving through comprehension checks, and gradually fading as students became more confident. This pattern reflects the principle that scaffolding is a temporary, adaptive form of support that is adjusted based on the student's performance (Vygotsky, 1978; Gibbons, 2014).

In the pre-listening stage, the teacher began the lesson by greeting students and introducing the topic of daily activities. According to the observation checklist, she explained the form of the present tense, provided examples, and linked it to the context of daily routines. The observation notes also described students listening attentively to her explanation and engaging with the contextual examples. The interview confirmed that the teacher did not normally use repetition at this stage, instead emphasizing clear explanations (Interview Q1). This indicates that repetition was not applied indiscriminately, but rather positioned where it was most

effective. This approach aligns with Vandergrift & Goh (2012), who argue that pre-listening should focus on activating background knowledge and preparing learners for the main task. Nation & Newton (2009) also note that learners need comprehensible input before repetition can become meaningful practice.

Moving into the while-listening stage, repetition became the central scaffolding technique observed. The observation checklist recorded that the teacher asked students to repeat sentences collectively after playing the audio. When errors occurred, either in pronunciation or grammar, she immediately corrected them and required students to repeat the corrected version. The observation notes detail that the audio was played three times: the first for overall comprehension, the second to complete a gap-fill worksheet, and the third to focus on missing keywords. After each listening, the teacher integrated repetition, first in collective form and then in individual answers during correction. This cycle demonstrates how repetition was linked with meaning-making rather than rote memorization. It reflects Schmidt's (1990) Noticing Hypothesis, which posits that repetition increases learners' chances to notice linguistic forms and connect them with meaning.

The modeling aspect of repetition was also evident in this stage. As the checklist indicated, the teacher modeled sentences before students repeated them, ensuring learners had a correct linguistic form to imitate. Harmer (2001) highlights this function of choral repetition as a safe space for learners to practice pronunciation without the fear of being singled out. The observation notes clearly describe this: after the teacher read a line from the dialogue, the class repeated it together, creating a supportive environment. The teacher also confirmed in the interview that she often asked students to repeat words or sentences to help them

focus on essential vocabulary and pronunciation (Interview Q4). This shows repetition as verbal scaffolding (Gibbons, 2014), giving students structured exposure to accurate input.

Repetition was also used as a tool for checking comprehension. According to the observation notes, the teacher called on students individually to provide missing keywords in the dialogue. These keywords were corrected until accurate, and the selected student was asked to translate the sentence. This practice demonstrates that repetition was not limited to sound recall but instead connected directly to understanding meaning. The interview data reinforce this, where the teacher explained that when students made comprehension errors, she would guide them by asking about the meaning of the incorrect keyword or inviting another student to help correct it (Interview Q5). This illustrates Walqui's (2006) concept of contingent scaffolding, where the teacher adjusts her support depending on student needs, ensuring that repetition supports both form and meaning.

Another essential function observed was reinforcement. The observation checklist and notes showed that repetition strengthened memory and improved accuracy. For instance, during the correction sessions, words or sentences were repeated several times until students could pronounce them correctly and provide the correct meaning. In the interview, the teacher stated that through repetition, students became more accustomed to proper pronunciation and found it easier to remember vocabulary (Interview Q6). Nation & Newton (2009) emphasize that repetition helps prevent errors from fossilizing and provides additional opportunities for learners to internalize correct forms. In this sense, repetition

worked as a memory aid and accuracy booster, consolidating pronunciation and comprehension.

Additionally, repetition also contributed to building students' confidence. The observation notes highlighted that choral repetition allowed students to practice without feeling isolated, and over time, students became more confident in producing complete sentences. The teacher affirmed this in the interview, explaining that after several rounds of repetition, students were more willing to answer individually and participate actively (Interview Q7). She also mentioned that repetition prepared students for real-life listening tasks, making them feel more capable in authentic contexts (Interview Q9). This aligns with Harmer's (2007) point that repetition reduces anxiety and supports Gibbons' (2014) idea that scaffolding should also address affective needs, not just cognitive ones.

A key feature of the teacher's practice was the gradual fading of repetition. According to the checklist and notes, the repetition frequency was high at the beginning of the while-listening stage but was reduced as the activity progressed. By the end, students were encouraged to rely more on their comprehension and present dialogues with less teacher support. In the interview, the teacher confirmed that she intentionally reduced repetition once students demonstrated mastery (Interview Q8). This practice aligns with Wood, Bruner, and Ross's (1976) definition of scaffolding, where support is temporary and gradually withdrawn as learners gain independence.

Inclusivity was also a consideration in the application of repetition. The teacher explained in the interview that although students had different comprehension levels, she did not differentiate repetition for each group but instead

corrected the errors of weaker students first before moving on (Interview Q10). This reflects Hammond's (2001) concept of scaffolding as a classroom-wide support system that accommodates learners of varying abilities. By treating weaker students' responses as reference points, the teacher ensured that repetition remained relevant for the whole class.

Finally, in the post-listening stage, repetition was less explicit in classroom interaction but extended into ongoing practice. The observation notes indicated that the teacher encouraged students to practice dialogues at home and apply them in daily contexts. The checklist also showed that repetition was emphasized at this stage as self-practice rather than teacher-led drilling. This demonstrates the transition from supported practice to learner autonomy, which Gibbons (2014) refers to as the ultimate goal of scaffolding. By situating repetition beyond the classroom, the teacher ensured continuity between structured instruction and real-life application, which is crucial in EFL contexts where natural exposure is limited (Richards & Schmidt, 2013).

From these findings, it is evident that repetition serves multiple roles: as a model, a comprehension check, reinforcement, and confidence-building. Each role appeared at different points in the lesson, showing that repetition was flexibly adapted to instructional purposes. Compared to previous studies, such as Putra (2019), which primarily treated drill techniques as accuracy training, this research demonstrates that repetition can serve as adaptive scaffolding within contextual listening. Similarly, while Albalawneh & Tepsuriwong (2020) described general scaffolding strategies in listening, the present study provides a more focused account of how repetition fulfills scaffolding functions across lesson stages.

In conclusion, the teacher's implementation of repetition aligns closely with theoretical perspectives on scaffolding (Vygotsky, 1978; Gibbons, 2014), listening pedagogy (Vandergrift & Goh, 2012; Nation & Newton, 2009), and second language acquisition (Schmidt, 1990; Harmer, 2001). Rather than being rote or mechanical, repetition was applied strategically: introduced through modeling, reinforced through correction, connected to meaning through comprehension checks, and eventually reduced to encourage independence. These findings suggest that when used as scaffolding, repetition provides both linguistic and psychological support for EFL learners to develop their listening skills in a contextual and meaningful way.

4.2.2 Functions of Repetition in Supporting Students' Comprehension during Contextual Listening Activities

After conducting classroom observations and interviews, the researcher identified that repetition in the teacher's practice served several interconnected functions. Rather than functioning as a mechanical drill, repetition worked as scaffolding that supported comprehension, accuracy, memory, and learner confidence. This was evident in the observation data and the teacher's reflections during the interview. Four key pedagogical functions emerged: modeling, checking comprehension, reinforcement, and building confidence. These functions are consistent with the literature on scaffolding in listening instruction (Harmer, 2001; Nation & Newton, 2009; Gibbons, 2014).

The first function was modeling. According to the observation checklist, the teacher modeled sentences aloud after playing the audio and asked students to repeat them collectively. This ensured that learners heard a clear linguistic form

before attempting it themselves. The observation notes describe this sequence in detail: the teacher read each sentence from the dialogue, and students repeated it in unison. This matches Harmer's (2001) description of choral repetition as a safe form of practice, especially in EFL contexts where students may lack the confidence to speak individually. It also aligns with Nation & Newton's (2009) claim that modeling followed by repetition reduces cognitive load, as students can imitate correct forms without first decoding them independently. The interview further confirmed this function, where the teacher stated that she often asked students to repeat after her so that they could focus on correct pronunciation and important keywords (Interview Q4).

The second function was checking comprehension. As recorded in the observation notes, the teacher asked students to provide missing keywords from the listening text, corrected them collectively until accurate, and then asked the selected student to translate the sentence. This routine shows that repetition was not only about sound recall but also about meaning-making. The interview supports this: the teacher explained that when a mistake was related to comprehension, she guided students by asking again about the meaning of the incorrect keyword or inviting another student to correct it (Interview Q5). This practice illustrates how repetition was used to verify understanding and ensure that students were not simply echoing language without grasping its meaning. Theoretically, this supports Schmidt's (1990) Noticing Hypothesis, as repeated focus on a misinterpreted word gave learners additional opportunities to notice both form and meaning.

A third function identified was reinforcement. The observation checklist marked repetition for reinforcement of memory and accuracy, while the notes

showed that the teacher frequently repeated key words and sentences after correcting errors. In practice, if a student mispronounced or misunderstood a word, the teacher immediately provided the correct form, repeated it, and then asked the class to imitate. Correct forms were reinforced through this process, and errors were prevented from fossilizing. The interview data support this: the teacher stated that repetition helped students remember words more easily and strengthened their accuracy in pronunciation and comprehension (Interview Q6). Nation & Newton (2009) argue that such reinforcement through repetition is crucial for developing automaticity, as repeated exposure enables learners to process language more smoothly in real time.

The fourth function was building confidence. The observation notes indicated that students initially repeated collectively in chorus, which provided a non-threatening environment, and then gradually moved to individual production as the lesson progressed. The teacher explained in the interview that after several rounds of repetition, students became more confident in producing complete sentences independently (Interview Q7). She also mentioned that repetition prepared students for real-life tasks, making them more comfortable using English beyond the classroom (Interview Q9). This reflects Harmer's (2007) argument that repetition lowers affective barriers and encourages learners to participate, while aligning with Gibbons' (2014) view that scaffolding addresses cognitive and affective needs.

In addition to these four primary functions, repetition was also applied inclusively. The teacher mentioned in the interview that she usually treated students equally but referred to weaker students' errors before moving forward (Interview

Q10). This shows how repetition was adapted to accommodate different proficiency levels within the same class. Hammond (2001) notes that effective scaffolding should be contingent and responsive, and the teacher's approach illustrates this principle: repetition was not fixed but adjusted based on learner needs.

The interplay of these functions demonstrates how repetition operates at multiple pedagogical levels. On the one hand, it provided linguistic support through modeling and reinforcement, ensuring accuracy and fluency. On the other hand, it offered cognitive support by checking comprehension and prompting learners to engage with the material in a meaningful way. Ultimately, it played a crucial role in building student confidence and reducing anxiety. This multifaceted function of repetition is consistent with the idea of verbal scaffolding described by Gibbons (2014), where repetition, paraphrasing, and correction combine to bridge the gap between teacher input and learner independence.

Comparing these findings with previous studies further clarifies their significance. Putra (2019) emphasized repetition as a drill for accuracy, but this study shows that repetition extends beyond drilling: it serves as an adaptive scaffold with broader pedagogical functions. Similarly, Albalawneh and Tepsuriwong (2020) noted scaffolding strategies such as modeling and step-by-step guidance; however, repetition emerges as the specific strategy that simultaneously supports comprehension, memory, and confidence. This makes repetition a technique for form practice and a scaffold for meaning-making in contextual listening practice.

From a theoretical standpoint, each function of repetition aligns with established frameworks. Modeling corresponds to Harmer's (2001) notion of choral practice; checking comprehension links to Schmidt's (1990) Noticing Hypothesis

and Nation & Newton's (2009) bottom-up listening processes; reinforcement connects with Richards & Schmidt's (2013) emphasis on automaticity; and building confidence relates to socio-affective scaffolding highlighted by Walqui (2006). Together, these connections illustrate that repetition is a multi-functional tool that supports learners within their Zone of Proximal Development (Vygotsky, 1978).

In conclusion, the functions of repetition in this study show the crucial role of repetition as instructional scaffolding in contextual listening practice. By providing models, ensuring comprehension, reinforcing memory and accuracy, and enhancing confidence, repetition helps bridge the gap between teacher support and student independence. Far from being a mechanical technique, repetition emerges as a flexible, adaptive, and multi-dimensional strategy that enables EFL learners to process input, internalize language forms, and participate more actively in authentic communication.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the study entitled *“Teachers’ Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom.”*

5.1 Conclusion

In relation to the first research question, this study found that repetition was implemented as instructional scaffolding through a gradual process consisting of modeling, comprehension checking, reinforcement, and fading support during contextual listening practice. Regarding the second research question, repetition served several pedagogical functions, namely modeling, checking comprehension, reinforcement, and building students’ confidence. These findings confirm that repetition was not a mechanical drill but a purposeful and adaptive scaffolding strategy that helped students process input and improve their listening comprehension.

In the pre-listening stage, the teacher mainly focused on preparing students by explaining and giving examples of the topic and linguistic features, such as present tense forms. Both the checklist and interview results confirmed that repetition was rarely used in this stage since the priority was activating background knowledge and building readiness. This shows that repetition was used selectively, depending on the learning goal.

In the while-listening stage, repetition was observed as the leading scaffolding practice. After the audio was played, students repeated the sentences together. When mistakes appeared, whether in pronunciation or meaning, the

teacher corrected them and asked the students to repeat the accurate form. This approach not only improved accuracy but also supported comprehension. The interviews (Q3, Q4, Q5, Q8, Q10) supported this by showing that repetition helped students focus on key expressions, get used to correct pronunciation, and gradually improve their understanding.

The use of repetition was also reduced gradually as students became more capable. The checklist showed that the teacher intentionally gave less repetition toward the end of the activity, encouraging students to rely on their comprehension. This practice reflects the scaffolding principle described by Gibbons (2014), where teacher support is temporary and adjusted according to students' progress.

From the data, repetition was found to serve several primary functions:

1. Modeling – providing correct examples of pronunciation and structure.
2. Checking comprehension – ensuring students understood the meaning, not just repeating sounds.
3. Reinforcement – strengthening memory and accuracy through repeated practice.
4. Build confidence – encourage students to use complete sentences and participate more actively.

These roles align with the views of Nation & Newton (2009), Harmer (2001), and Gibbons (2014), who emphasize the importance of repetition for noticing, reinforcement, and building learner confidence.

The study also noted challenges in applying repetition, such as differences in students' listening abilities, classroom conditions, and technical limitations. However, the teacher addressed these challenges by adjusting the repetition

frequency, correcting mistakes promptly, and involving other students in peer review. This adaptability reflects the idea of contingent scaffolding described by Walqui (2006).

In conclusion, this study confirms that when applied meaningfully, repetition is an effective scaffolding strategy for contextual listening. It not only supports students in accuracy and comprehension but also develops their confidence in dealing with authentic listening tasks. In this way, repetition acts as a bridge between initial exposure and more profound understanding, consistent with the principles of scaffolding and contextual learning.

5.2 Suggestion

Based on the conclusion, several suggestions can be offered for teachers, students, and future researchers. For teachers, repetition should not be treated as a mechanical drill, but rather as a meaningful scaffolding strategy that supports students' comprehension. It is best used in the while-listening stage to help learners notice key vocabulary, improve pronunciation, and strengthen understanding. Teachers are also encouraged to gradually reduce the use of repetition, allowing students to build independence and confidence. For students, active participation in repetition activities is significant because it will enable them to practice pronunciation and reinforce comprehension. They are also advised to continue practicing repetition outside the classroom, such as listening to English dialogues, repeating essential phrases, and applying them in daily contexts, making classroom learning more meaningful. For future researchers, this study was limited to a single teacher in a single school; therefore, it is recommended that further research be conducted in different contexts, at various grade levels, or with a larger sample size.

to gain a broader perspective. Future studies may also examine the long-term effects of repetition on listening skills or compare repetition with other scaffolding strategies to enrich understanding of its role in language learning.

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APPENDICES

Appendix I

Survey Permit: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id	
Nomor	: 1906/Un.03.1/TL.00.1/05/2025	10 Juni 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Survey	
Kepada		
Yth. Kepala MTsN 2 Malang		
di		
Kabupaten Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Deva Leona Ridho Alfatta	
NIM	: 210107110028	
Tahun Akademik	: Genap - 2024/2025	
Judul Proposal	: Exploring The Implementation of Repetition as Scaffolding for Contextual Listening Practice in EFL Classroom	
Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		
Dekan, Wakil Dekan Bidang Akademik		
Dr. Muhammad Walid, MA NIP. 19730823 200003 1 002		
Tembusan :		
1. Ketua Program Studi TBI		
2. Arsip		

Appendix II

Research Letter: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id , email : fitk@uin-malang.ac.id
Nomor	: 2210/Un.03.1/TL.00.1/06/2025	12 Juni 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Kepala MTsN 2 Malang di Kabupaten Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Deva Leona Ridho Alfatta	
NIM	: 210107110028	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Genap - 2024/2025	
Judul Skripsi	: Exploring the Implementation of Repetition as Scaffolding for Contextual Listening Practice in EFL Classroom	
Lama Penelitian	: Juni 2025 sampai dengan Agustus 2025 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		 Mohammad Walid, MA 19730823 200003 1 002
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Appendix III

Instrument Validation Letter: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

Validation Sheet
English Vocabulary Sheet

"Exploring the Implementation of Repetition as Scaffolding for Contextual Listening
Practice in EFL Classroom"

Validator : Rendhi Fatrisna Yuniar M.Pd
NIP : 199406182020121003
Expertise : English Language Teaching
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 22/05/2024

A. Introduction

This validation sheet is intended to obtain expert evaluation of the research instruments I have developed, which consist of an observation sheet and an interview guide. These instruments are designed to explore the implementation of drilling as scaffolding for contextual listening practice in EFL classrooms. The research will involve an English teacher from Grade 8 at MTsN 2 Malang as the subject. The validator's comments, suggestions, and feedback are highly appreciated and will be used to enhance the validity and reliability of the instruments. Thank you for your valuable time and support in validating my research instruments.

B. Guidance

1. In this section, asses by ticking (U) with the following criteria to the columns below:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestions in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competence Students comprehend spoken texts such as dialogues and daily conversations to assess how drilling supports students' listening comprehension in contextual classroom activities.					✓
2.	Instrument Indicator Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question item contained in the research instrument					✓
4.	The research instrument is relevant with the relevant with the research objectives				✓	
5.	The research instrument can help the researcher find out students' abilities in listening skills.				✓	
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or the most correct answer				✓	
8.	The research uses proper grammar					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulated clearly and unequivocally					✓

D. Suggestion

.....
You may continue with minor revision.

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made are:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ✓ The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, Mei 22, 2024

Validator



Rendhi Fatrisna Yuniar M.Pd,
199406182020121003

Appendix IV

Completion Letter: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG**

Jl. Kenongosari No. 16 Turen Kabupaten Malang
☎. (0341) 824925 Kode Pos 65175
Email : mtsn2malang@gmail.com, Website: Mtsn2malang.sch.id

09 Oktober 2025

SURAT KETERANGAN PENELITIAN

NOMOR : B- 1067/Mts.13.35.02/ PP.00.5/7/2025

Yang bertanda tangan dibawah ini :

Nama : Drs. AHMAD ALI, M.M.
NIP : 197002041997031003
Pangkat / Golongan : Pembina Tk.I (IV / b)
Jabatan : Plt. Kepala MTs Negeri 2 Malang

Menerangkan bahwa:

Nama : Deva Leona Ridho Alfatta
NIM : 210107110028
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap – 2024/2025
Asal Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melakukan Penelitian di MTs Negeri 2 Malang pada Bulan Agustus dengan Judul Skripsi “ **Exploring The Implementation of Repetition as Scaffolding for Contextual Listening Practice in EFL Classroom Pada Siswa Kelas VII di MTsN 2 Malang**”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Plt. Kepala



AHMAD ALI

Appendix V

Observation Checklist: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

No.	Stage	Indicator	Yes	No	Notes
1	Pre-Listening	Does the teacher provide an introduction/explanation of the material?	√		The teacher explained the daily activity material and the present tense
2	Pre-Listening	The teacher provides an example of how to implement the material in a specific context	√		An example was given with related materials before the listening activity.
3	While-Listening	The teacher asks students to repeat what they have listened to (whole class/individual)	√		Students repeated dialogues together
4	While-Listening	The teacher repeats the correct form after the student's error	√		The teacher corrected pronunciation and grammar errors immediately.
5	While-Listening	The teacher gradually reduced repetition as the lesson progressed	√		In the beginning, the teacher guided repetition several times, but towards the end, students were encouraged to produce sentences without repeating after the teacher.
6	While-Listening	The teacher designed exercises to enhance students' listening comprehension	√		The teacher provided a fill-in-the-blank activity based on the audio, then asked students to create their own dialogues.
7	Post-Listening	The teacher encourages students to apply the material in various contexts in their life	√		Post-activity was more like a reflection: the teacher highlighted the importance of practice in daily life

No	Function	Indicator	Yes	No	Notes
8	Modelling	Repetition is used to model correct form/pronunciation	√		The teacher clearly modeled correct pronunciation and sentence patterns before asking students to repeat.
9	Checking comprehension	Repetition followed by the teacher's checking of meaning	√		After repetition, the teacher conducted simple comprehension checks. The comprehension check is conducted during the correction stage by asking about the sentence's meaning.
10	Reinforcement	Repetition is used to strengthen accuracy	√		The teacher asked students to repeat correct forms several times, especially in pronunciation and verb usage.
11	Building confidence	Repetition created a safe, collective practice that reduced individual pressure.	√		Collective repetition gave students confidence. Many were more willing to repeat the sentence while practicing together.
12	Transition to independence	Repetition was reduced to show whether students are able to produce language independently.	√		By the end, the teacher reduced scaffolding. Students produced independent dialogues and presented them without relying on the teacher.

Appendix VI

Observation Note: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

Date	Activity Stage	Notes
16 May 2025	Pre-listening (Introduction)	The teacher greeted the students and introduced the topic of daily activities. She gave a brief explanation of the present tense and provided simple examples. Students listened to the explanation attentively.
	While-Listening	<p>In the while-listening stage, the teacher distributed worksheets in the form of a fill-in-the-blank passage with the theme of daily routines. The worksheet contained a cloze text that corresponded to the audio, in which each sentence had been numbered. The audio was played three times.</p> <p>During the first round, the teacher asked students to listen attentively to the audio in order to give them the opportunity to grasp the general meaning of the passage. Then, repetition was carried out collectively, sentence by sentence, with the teacher reading aloud the sentences from the audio correctly, followed by all students repeating them together. At this stage, the teacher also provided corrections when mispronunciations occurred. In the second round, the teacher instructed students to begin completing the worksheet while listening to the audio. In the third round, the audio was played again after the teacher emphasized that students should focus more on the missing keywords rather than on the entire sentences.</p> <p>Afterwards, a correction session was conducted collectively. The teacher called on students one by one to mention the missing keywords. These keywords were corrected together until the responses were accurate. The selected student was then asked to translate the sentence. In this way, repetition was reduced, and students relied more on their own comprehension.</p> <p>In the final stage, the teacher divided the class into small groups consisting of two seatmates. They were assigned to create a simple conversation related to the material that had been studied. At this stage, repetition was no longer applied, and the teacher only gave general instructions and monitored the discussion process. Some groups were then asked to present their work in front of the class. This production stage demonstrated that repetition as scaffolding had been withdrawn, and the students were able to master the material and produce dialogues independently without relying on the teacher.</p>
	Post- Listening	The session ended with the teacher praising the students' effort and encouraging them to practice similar dialogues at home.

Appendix VII

Interview Question: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

No	Interview Questions	Notes
1	Bisakah ibu menceritakan bagaimana biasanya mempersiapkan siswa sebelum memulai kegiatan listening? (Can you describe how you usually prepare students before starting a listening activity?)	
2	Berdasarkan pengalaman ibu, apakah biasanya menggunakan repetisi saat memperkenalkan materi? Kalau iya, bagaimana caranya? (In your experience, do you use repetition when introducing new material? If yes, how do you usually do it?)	
3	Ketika kegiatan listening berlangsung, apa yang biasanya ibu lakukan ketika siswa mengalami kesulitan memahami audio? (During listening activities, how do you usually guide students when they face difficulty understanding the audio?)	
4	Apakah Ibu pernah meminta siswa mengulangi kata atau kalimat setelah	

	<p>mendengarkan? Apa tujuan ibu melakukan hal tersebut?</p> <p>(Do you sometimes ask students to repeat words or sentences after listening? What is your purpose in doing so?)</p>	
5	<p>Bagaimana biasanya ibu menanggapi ketika siswa melakukan kesalahan pengucapan atau pemahaman dalam tugas listening?</p> <p>(How do you usually respond when students make mistakes in pronunciation or understanding during listening tasks?)</p>	
6	<p>Menurut ibu, apa fungsi utama dari penggunaan repetisi dalam pengajaran listening?</p> <p>(From your perspective, what is the main function of using repetition in teaching listening?)</p>	
7	<p>Apakah ibu merasa repetisi membantu siswa meningkatkan ketepatan, atau membangun kepercayaan diri? Bisa berikan contohnya?</p> <p>(Do you think repetition helps students understand meaning, improve accuracy, or build confidence? Could you give examples?)</p>	

8	<p>Apakah ibu secara bertahap mengurangi penggunaan repetisi ketika siswa sudah lebih mandiri? Mengapa?</p> <p>(Do you reduce repetition gradually as students become more independent? Why?)</p>	
9	<p>Secara keseluruhan, menurut ibu, bagaimana peran repetisi dalam membantu siswa berhasil memahami listening dalam konteks yang nyata?</p> <p>(Overall, what role do you think repetition plays in helping students succeed in contextual listening activities?)</p>	
10.	<p>Bagaimana ibu menyesuaikan strategi repetisi untuk siswa dengan tingkat pemahaman yang berbeda-beda?</p> <p>(How do you adjust your repetition strategies for students with different levels of comprehension?)</p>	

Appendix VIII

Script of Teacher Interview: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

Researcher: “Bisakah ibu menceritakan bagaimana biasanya mempersiapkan siswa sebelum memulai kegiatan listening?”.

(Can you describe how you usually prepare students before starting a listening activity?)

Teacher: “Biasanya saya mulai dengan ya menjelaskan materinya contoh tentang present tense, maka saya akan jelaskan present tense itu apa bentuknya seperti apa lalu baru dikaitkan dengan tema misalnya daily activity dan lain sebagainya. Biasanya saya juga memberikan contoh dari materinya untuk lebih memahami siswa”.

(I usually start by explaining the material, for example, about the present tense. I explain what the present tense is and what its forms are, then I connect it to a theme such as daily activities and so on. I also usually give examples of the material to help students understand better.)

Researcher: “Berdasarkan pengalaman ibu, apakah biasanya menggunakan repetisi saat memperkenalkan materi? Kalau iya, bagaimana caranya?”.

(In your experience, do you use repetition when introducing new material? If yes, how do you usually do it?)

Teacher: “Kalau untuk memperkenalkan materi saya tidak memakai repetisi. Saya biasanya hanya memberi contoh contoh biasa tapi tidak memberikan repetisi”.

(When introducing the material, I don't use repetition. I usually just give some simple examples, but don't provide repetition.)

Researcher: “Ketika kegiatan listening berlangsung, apa yang biasanya ibu lakukan ketika siswa mengalami kesulitan memahami audio?”

(During listening activities, how do you usually guide students when they face difficulty understanding the audio?)

Teacher: “Kalau siswa kesulitan memahami audio, biasanya saya akan memutar kembali audionya. Lalu, saya biasanya cek pemahaman mereka dengan acuan kalau siswa sudah bisa menjawab soal yang diberikan”.

(When students have difficulty understanding the audio, I usually replay it. Then, I check their comprehension by seeing whether they can answer the given questions.)

Researcher: “Apakah Ibu pernah meminta siswa mengulangi kata atau kalimat setelah mendengarkan? Apa tujuan ibu melakukan hal tersebut?”.

(Do you sometimes ask students to repeat words or sentences after listening? What is your purpose in doing so?)

Teacher: “Ya, saya sering meminta siswa untuk mengulangi kata atau kalimat setelah mendengarkan. Tujuannya supaya mereka bisa terbiasa dengan pelafalan yang benar dan lebih mudah mengingat kosakata. Dengan mengulang, siswa jadi lebih fokus, terutama pada kata kunci yang penting”.

(Yes, I often ask students to repeat words or sentences after listening. The purpose is to help them get used to correct pronunciation and make it easier to remember vocabulary. Through repetition, students become more focused, especially on important keywords.)

Researcher: “Bagaimana biasanya ibu menanggapi ketika siswa melakukan kesalahan pengucapan atau pemahaman dalam tugas listening?

(How do you usually respond when students make mistakes in pronunciation or understanding during listening tasks?)

Teacher: “Kalau ada siswa yang salah dalam pengucapan atau pemahaman, biasanya saya akan mengoreksi kesalahan itu sampai benar dulu baru saya melanjutkan pembelajaran. Setelah itu, saya ulangi lagi kata atau kalimatnya dengan pelafalan yang benar, lalu saya minta mereka menirukan bersama-sama.

Kalau kesalahannya ada pada pemahaman, saya arahkan dengan menanyakan kembali arti dari kata kunci yang salah atau saya minta siswa lain untuk membantu membenarkan. Dengan cara itu, mereka bisa memperbaiki sendiri tanpa merasa ditekan”.

(If a student makes a mistake in pronunciation or comprehension, I usually correct the error until it is right before continuing the lesson. After that, I repeat the word or sentence with the correct pronunciation and ask the students to imitate it together. If the mistake is related to comprehension, I guide them by asking again about the meaning of the incorrect keyword or by inviting another student to help correct it. In this way, they can make improvements on their own without feeling pressured.)

Researcher: “Menurut ibu, apa fungsi utama dari penggunaan repetisi dalam pengajaran listening?”.

(From your perspective, what is the main function of using repetition in teaching listening?)

Teacher: “Menurut saya, fungsi utama repetisi dalam pengajaran listening itu supaya siswa lebih mudah menangkap dan mengingat kata atau kalimat yang didengar. Dengan mengulang, siswa bisa terbiasa dengan pelafalan yang benar, jadi mereka tidak hanya mendengar sekali lalu lupa. Selain itu, repetisi juga membantu mereka memahami makna kalimat secara utuh. Jadi repetisi itu seperti jembatan, supaya membantu siswa menguasai materi yang diajarkan ketika listening”.

(In my opinion, the main function of repetition in teaching listening is to make it easier for students to catch and remember the words or sentences they hear. Through repetition, students become more familiar with correct pronunciation, so they do not just hear it once and then forget. In addition, repetition helps them understand the meaning of sentences more completely. Therefore, repetition acts as a bridge that helps students master the material being taught during listening activities.)

Researcher: “Apakah ibu merasa repetisi membantu siswa meningkatkan ketepatan, atau membangun kepercayaan diri? Bisa berikan contohnya?

(Do you think repetition helps students understand meaning, improve accuracy, or build confidence? Could you give examples?)

Teacher: “Ya, saya merasa repetisi sangat membantu. Misalnya, ketika siswa salah menyebutkan kata dalam audio, saya ulangi kata itu dengan pengucapan yang benar, lalu siswa menirukan bersama-sama. Dari situ mereka jadi lebih tepat dalam pengucapan. Saya juga melihat, setelah beberapa kali mengulang, mereka jadi lebih percaya diri untuk membaca kalimat lengkap ketika diminta. Contohnya, waktu materi tentang daily routines, awalnya banyak siswa salah menyebut kata tapi

setelah diulang beberapa kali bersama-sama, mereka bisa menyebutkan dengan benar dan percaya diri”.

(Yes, I feel that repetition is very helpful. For example, when students mispronounce a word from the audio, I repeat the word with the correct pronunciation, and then the students imitate it together. Through this, their pronunciation becomes more accurate. I also notice that after repeating several times, they become more confident in reading full sentences when asked. For instance, during the lesson on daily routines, many students initially mispronounced certain words, but after repeating them together several times, they were able to pronounce them correctly and with confidence.)

Researcher: “Apakah ibu secara bertahap mengurangi penggunaan repetisi ketika siswa sudah lebih mandiri? Mengapa?

(Do you reduce repetition gradually as students become more independent? Why?)

Teacher: “Iya, saya biasanya mengurangi repetisi ketika siswa itu menunjukkan kemampuan dalam penguasaan materi yang diajarkan. Alasannya ya karena siswa sudah mampu jadi tidak perlu dilakukan repetisi yang berlebihan. Itu salah satunya juga untuk menghemat waktu soalnya jam pelajaran kan terbatas”.

(Yes, I usually reduce repetition when the students show that they have mastered the material being taught. The reason is that since they are already capable, there is no need for excessive repetition. Another reason is to save time, as the class hours are limited.)

Researcher: “Secara keseluruhan, menurut ibu, bagaimana peran repetisi dalam membantu siswa berhasil memahami listening dalam konteks yang nyata?

(Overall, what role do you think repetition plays in helping students succeed in contextual listening activities?)

Teacher: “Menurut saya, repetisi itu punya peran penting sekali. Dengan mengulang kata atau kalimat, siswa jadi lebih terbiasa dengan pengucapan dan pendengaran kalimat dalam bahasa inggris yang benar. Dari sana siswa akan terbantu untuk menguasai materi yang diajarkan sehingga nantinya akan lebih mudah ketika dikaitkan dengan konteks nyata missal dalam kehidupan sehari-hari. Selain itu, ketika siswa diberikan tugas listening yang sifatnya kontekstual, mereka juga lebih mudah mengerjakannya karena materinya sudah dikuasai”.

(In my opinion, repetition plays a very important role. By repeating words or sentences, students become more familiar with correct pronunciation and with hearing sentences in English. This helps them to master the material being taught, so that later it will be easier to connect it with real contexts, such as in daily life. In addition, when students are given contextual listening tasks, they can complete them more easily because they have already mastered the material.)

Researcher: “Bagaimana ibu menyesuaikan strategi repetisi untuk siswa dengan tingkat pemahaman yang berbeda-beda?”.

(How do you adjust your repetition strategies for students with different levels of comprehension?)

Teacher: “Menurut saya memang pemahaman siswa di kelas itu berbeda-beda tapi kalau perlakuannya dibeda-bedakan itu juga kurang praktis. Mengingat jam

Pelajaran yang juga terbatas. Jadi, kalau saya biasanya memperlakukannya dengan setara saja tapi tetap yang mungkin Tingkat pemahamannya rendah, itu saya jadikan acuan. Misalnya, dalam ketika melakukan repetisi ada siswa yang melakukan kesalahan itu kesalahannya saya koreksi terlebih dahulu, kalau sudah benar baru saya melanjutkan pembelajaran”.

(In my opinion, students' levels of understanding in the classroom are different, but giving them different treatments is not very practical, especially considering the limited class time. So, I usually treat them equally, but I use those with lower levels of understanding as a reference. For example, during repetition, if a student makes a mistake, I correct the error first, and once it is correct, I continue the lesson.)

Appendix IX

Documentation: Teachers' Strategy in Using Repetition as Scaffolding in Teaching Listening in an EFL Classroom

Picture of Observation



Picture of Interview



Appendix X

CURRICULUM VITAE



Name : Deva Leona Ridho Alfatta

Place and Date of Birth : Blitar, 26 July 2003

Gender : Male

Faculty : Faculty of Education and Teacher Training

Department : English Education

University : UIN Maulana Malik Ibrahim Malang

Email : 21010710028@student.uin-malang.ac.id

Educational Background

1. SDN Tangkil 3 (2009-2015)
- 2 SMPN 1 Selopuro (2015-2018)
3. MAN 2 Blitar (2018-2021)
- 4 English Education Department UIN Malang (2021-Now)