Facilitating student behavioral engagement in ESP classroom through teachers' scaffolding talk

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ABSTRACT

This study aims to describe the language delivered by teachers in the terms of teachers' scaffolding talk and the behavior engagement responded by the students in ESP agriculture Classroom. The investigation was conducted at a University in Sumbawa Besar, West Nusa Tenggara. Field note and video recordings were used to collect the data. During the observation, the data were then transcribed, simplified, displayed, and interpreted. The result shows there are four kinds of scaffolding talks namely prompting, dialoging, extension, and modeling from six kinds of scaffolding talk. Those scaffolding talks can facilitate the behavioral engagement of the students in ESP Classroom namely paying attention or focusing on the lesson, attempting to answer the question from the lecturer, and exerting themselves to actively participating in classroom interaction. These results suggest that lecturers and teachers may consider to apply the scaffolding talk before teaching the students in the classroom because methodology used by the teacher in teaching is as important as a talk in teaching.

1. Introduction

Students' behavioral engagement is very important to reach the goal of teaching process in ESP classes. The more engaged students in the classroom or in the academic interaction, the better academic result will be achieved by the students (Harbour, Evanovich, Sweigart, & Hughes, 2015). On the other hand, if the students are less engaged in the classroom activity, the students tend to get bored, anxious, angry, depressed, and rebellious (Skinner & Belmont, 1993). Furthermore, the more students engaged in the classroom and practice up to a certain point, it will affect on the quality of their performance in the classroom (Bertheussen & Myrland, 2016). This shows that actively engaged students in the classroom will help them improve not only their academic and social quality, but also their performance quality. Therefore, some studies about student engagement is still needed to solve the problem of low-level engagement of students in the class.

One of the biggest challenges faced by lecturers or teachers in English as foreign

language classroom is that the students do not get actively involved in the class interaction. They do not focus on the lesson; they prefer to be silent and they do not exert themselves in answering the questions from the teacher. Furthermore, in the context of teaching English for Specific Purposes (ESP) the students are not actively engaged in using English as the target language. They often use the first language or mother tongue, being afraid to perform English in the classroom, and being afraid to make mistakes in producing the English. Wediyantoro (2016) revealed in his study that his students preferred to speak Indonesian and Javanese instead of English during the teaching and learning process. Those problems are examples of low-level engagement that should be solved by the teacher.

In response to the problems, researchers suggest learning strategies that promoting students' motivation. A prior research describes that uploading speaking assignment to YouTube channel increased students' motivation (Rahayu & Putri, 2019). In line with that, guided conversation also effectively improve students' engagement in speaking class (as in Romadhon & Qurohman, 2019).

In addition, to solve the problem of low level engagement, the language delivered by the teachers or Teacher Talk can be an alternative way. The teachers' ability in delivering an appropriate language is much needed. The teacher should be able to manage the classroom activity through appropriate and acceptable language. The talk produced by the teachers in classroom interaction is not only the tool to transmit the information, but also a tool to control students' behavior. As a consequence, the teacher should be trained so that they can deliver more goal-oriented talk in the teaching process.

Arif, Zain, and Refnaldi (2018) identified the initiation talk models delivered by English teachers. The teacher talks should be able to stimulate the cognitive challenge and assistance based on the student language level. Nazari and Allahyar (2012) argued that good talk from the teachers can make the classroom communication run communicatively. Furthermore, the teachers are expected to produce the talk that may help and assist the students to be actively participating in the classroom activities (scaffolding talk). The scaffolding talk is an assistance and help used by the teachers for helping the student to acquire language and learn language by rephrasing students' utterances, relating students' utterances, giving cues, recalling the students, memories and connecting students future learning (Hammond & Gibbons, 2005)

Some studies have been conducted about teacher talk and scaffolding talk. Walsh (2002) investigated the construction and obstruction of the teacher talk. It shows that teacher talk in the classroom is as important as the method used by the teachers in the learning activity. A study by Panselinas and Komis (2009) showed that there are two kinds of scaffolding that can be used by the teacher in group work learning namely scaffolding individual thinking (SIT) and scaffolding collective thinking (SCT). SIT refers to the students' individual response without peer discussion and SCT is students' response after doing peer discussion. Scaffolding talk is also used to motivate students to finish the assignment from the teachers.

In addition, Szendroi (2010) in his study stated that the ratio of teacher talk in ESP classroom is exaggerated. The teachers prefer to used mother tongue rather than target language and they also produce unjustified sentences. As a result, the teachers are expected to make talk planning before teaching in the classroom. Further, Munir (2012) found three types of scaffolding talk delivered by Pre-service English Teachers in practicum and micro-teaching namely modeling, prompting and extension. Kayi-Aydar (2013) also found that intensive communication among the students and teachers plays a vital role to make the scaffolding talk used by the teachers in formal lecture run successfully. Sofyan and Mahmud (2014) analyzed the teachers talk in the classroom through Foreign Language Interaction analysis. Their analysis showed that the teachers were seldom to use encouragement talk and praised talk; the talk is dominated by asking questions. Newman (2016) investigated the rule of the teacher in designing the type of their talk to enhance collaborative talk in the classroom. His study suggested that English teachers have to design their model of talk and to consider the interpersonal aspect.

Heron and Webster (2018) claimed that the experience teachers' scaffolding talk in EAP class can scaffold the students' cognitive and students' affective. Those are referential question, display question, invitation and giving direction, while the follow-up talk model used by the teachers are informing, prompt, criticizing, ignoring, and acknowledgment. Mahan (2020)

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suggested that the teacher of social science and natural science used different scaffolding in language integrated learning and the content integrated learning. In natural science teaching the teachers provide more picture but in the social science teaching, the teachers prefer to let the students speak freely in the classroom activity.

Considering the low-level engagement of the students in the classroom and some studies above, many researches about teacher talk still discuss the ratio of the talk, type of the talk, type of the scaffolding talk, and how the teachers used the talk to achieve the learning goal. However, there is a study investigating the effect of teacher talk toward the engagement of students in the classroom that shows there are nine features of teacher talk that may develop the students' engagement. They are scaffolding talk, teacher echo, display question, clarification, extended teacher turn, referential question, seeking, direct repair, turn completion, and confirmation check (Yoana, Purwati, & Anam, 2020). Therefore, this study has deeper investigation and focus on the scaffolding talk used by the teacher and the engagement responded by the students. Furthermore, this study is conducted to answer the questions what are teachers scaffolding talk that can increase student's behavioral engagement of in the ESP Agriculture classroom? and what behavioral engagement is performed by the students in ESP Agriculture classroom?

Student engagement and behavioral engagement

Student engagement is important to be investigated because it will influence the success of learning activity in the classroom. Therefore, it is necessary to explain the concept of student engagement. In 1980s the terminology of student engagement was used to minimize the students' boredom, marginalization and alienation (Finn & Zimmer, 2012). Furthermore, Reschly and Christenson (2012) stated that student engagement refers to the students' participation in academic environment. It includes the students' participation in communities, schools, classrooms and peers to reach the goal of academic. Most people perceive that student engagement is only emphasized on the students' behavior participation in the classroom. But, this perception is not completely correct because behaviorally active students do not one hundred percent understand and love the teaching process; the psychological perspective and socio-cultural perspective should also be considered (Kahu, 2013). Student engagement is also defined as students' emotion to be actively participated the classroom interaction that can be seen from their effort and persistence in the academic environment (Skinner, Kindermann, & Furrer, 2009).

Furthermore, student engagement is conceptualized as a combination between the actors of engagement and the indicator of engagement (Lam, Wong, Yang, and Liu, 2012). The actors of engagement are students, teachers, and institution. The indicators of students' engagement are classified into three namely behavioral, emotional and cognitive engagement. The behavior engagement is the reactions and participation of the students in the academic environment. The emotional engagement refers to the emotion of the students in the academic environment such as happiness, enthusiasm, interest, and sadness. Cognitive engagement is the students' activity to search and learn knowledge deeper rather than understanding the general meaning (Fredricks, Blumenfeld, & Paris, 2004).

Behavior engagement refers to the student's effort, persistence, and attention of the students in the classroom. According to Finn, Pannozzo and Voelki (1995) students' behavior engagement is the students' initiative and students' effort in academic environment. Students' initiative is classified into actively ask and answer questions to and from the teachers, actively seek the information, attempt to work well, and actively speak with the teacher. Students' effort is classified into paying attention to the lesson and interacting with others. Furthermore, student engagement in the classroom is defined as the participations and contributions of the students in classroom interactions, for example, effort, attendance, persistence, determination, concentration, attention, and intensity (Patrick, Skinner, & Connell, 1993; Skinner & Pitzer, 2012).

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The scaffolding talk

The word scaffolding was firstly used in the terminology of building construction known as the temporary structure in the process of build and repair the construction. In academic context, the term of scaffolding was used to identify child-parent talk (Wood, Bruner, & Ross, 1976). Scaffolding is used for helping children to acquire and construct the language (Gibbons, 2002). Scaffolding is also used by teachers in the classroom as a temporary action for helping and giving assistance for the students to finish their assignments (Maybin, Mercer, & Stierer, 1992). Furthermore, the use of appropriate language by the teacher in classroom teaching process is also included into scaffolding for achieving the goal of teaching and learning (Panselinas & Komis, 2009).

In the case of teacher scaffolding talk, scaffolding is delivered by the teacher using acceptable and appropriate language to assist and help the students for understanding the lesson easily. According to Munir (2012), scaffolding talk is micro level talk for assisting the students to acquire the language that can be divided into scaffolding individual interaction and scaffolding the all class interaction. The scaffolding talk used to assist the individual interaction is classified into extension, reformulation, and modeling (Walsh, 2006) and the scaffoldings to assist the whole class interaction are prompting, priming, dialoging (Forman, 2008).

Extension take place while the teachers clarify and extant the students' language to be more comprehensive by shaping the students' utterance to be more acceptable and clearer. Reformulation takes place when the teacher rephrases and reformulate the students' language using acceptable and appropriate talk. As a consequence, the students can construct and understand the meaning of the language that they are producing. Modeling occurs when the teachers give a model for the students through giving correction toward the students' answers, giving a good example of pronunciation such as good stress, and appropriate intonation. Prompting occurs when the teachers give the clues for the students and lead them to answer the teachers' cues. Prompting aims to stimulate the students' cognitive to produce the target language using their own words. It places the students as the actor of learning that should follow the teachers' instruction and direction. Priming takes place when the teachers drill the students to pronounce the word or sentences by asking the students to repeat their words or sentences. Priming is the narrowest and most directive scaffolding that aims to reduce shyness of the student in classroom and to improve their confidence in using the target language. Dialoging occurs when the teachers provide a real dialogue in the classroom activity by asking the students some questions related to their knowledge background and culture background. Dialoging aims to lead the students by stimulating their cognitive to have a real discussion by asking an open question, supporting the students' utterances, and providing photos or pictures of a famous person.

2. Method

The purpose of this qualitative study is investigating the teachers scaffolding talk produced by the lecturers of ESP and behavioral engagement responded by the students. This present study involved two ESP teachers who have the different academic background and thirtytwo students with different academic and social backgrounds. This research was conducted in the Faculty of Agriculture of a University in Sumbawa Besar West Nusa Tenggara, Indonesia. Observation was used as method of collecting the data. During the observation, video recording and field note were used to record and write the classroom interaction. For the analysis, the data was transcribed, analyzed, simplified (coded), displayed and the conclusion was drawn (Miles, Huberman, & Saldana, 2014) as seen in Table 1.

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Table 1. Transcription conversion and symbol

Code/symbol	Explanation
T	Teacher's Utterance
[ ]	For comment
SS	A group of students Utterance
S	One Student's Utterance
SSS	Whole class Students' utterance
Italic	Indonesian Language
Bold Face	Emphasis
Underline word	The scaffolding talk

3. Results and discussion

3.1. Kinds of teacher scaffolding talk and students' behavioral engagement

There are four features of the scaffolding talk delivered by the teachers in this study namely prompting, dialoging, modeling and reformulation, and the behavioral engagement responded by the students are actively answering the teachers' questions, paying attention to the lesson, and showing their exertion. Table 1 shows the detailed information about the scaffolding talk delivered by the teachers and the behavioral engagement performed by the students in the classroom.

Table 2. The teachers scaffolding talk and behavioral engagement responded by the students.

Extract	Scaffolding	Teachers' instructional goal	Behavioral engagement
1	Prompting	Engaging the students with the topic of the lesson	Actively answer the question
2	Dialoging	Engaging the students who are not actively participated	Attention and focus
3	Prompting	Engaging the students with related vocabulary used in daily activity	Pay attention and attempt to answer the question
4	Prompting	Engaging the students with related vocabulary used in daily activity	Actively and spontaneously answer the question.
5	Prompting	Engaging the students with the expression used in daily activity	Attempts to answer the question.
6	Dialoging	Engaging the students who are not actively participated	Exertion
7	Modeling	Engaging the students with presentation	Exertion
8	Prompting	Engaging the students with Simple Present tense	Focus and attention
9	Reformulation and Prompting	Engaging students with Simple present tense	Exertion
10	Prompting	Engaging with non-verb	Exertion
11	Prompting and Reformulation	Engaging the student with past sentence	Exertion

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3.2. The scaffolding talk examples produced by the teachers

Extract 1. Prompting

T	Wahyu, can you tell me about your daily activity?
S	Editing video, miss.
T	How about you, Ani? *Apa activity mu sehari hari?*
S	Sleeping, miss [other students are laugh] [The other students also have other answers such as studying, cleaning the house, etc].

The goal of the lesson purposed by teachers is how to write an essay about daily activities and how to make sentences using simple present tense. The teacher starts to scaffold the students' behavioral engagement by asking simple questions to some students in the classroom about what the students usually do every day. The teacher prompts the students by recalling the students' memory through asking some question such as "Wahyu, can you tell me about your daily activity?" "How about you, Ani? *Apa activity mu sehari hari?*" This kind of language is called building knowledge of the field (Rechard, 2001) namely talk or language produced by the teacher in the classroom to stimulate the students' metacognitive before going to the main activity of the lesson. The teachers relate the material presented in the classroom with the background knowledge and situation faced by the students in the real life. As a consequence, the students show a behavioral engagement by actively answering the question from the teacher.

Extract 2. Dialoging

T	Yuda. Yuda [The teacher calls one of the students does not seem to pay attention to the lesson]
S	**Yees.**
T	Ohh, Yuda, are you OK?
S	Yes.
T	Are you sleepy?
S	Aah…no.
T	**Yes, or no?**
S	No.

Extract two shows how the teacher used scaffolding talk while there is a student who does not pay attention to the lesson. Therefore, dialoging is used by the teacher to attract the students to actively involved in the lesson. The teacher asks some simple questions to the student who seem not pay attention to the teacher's talk. "Ohh, Yuda. Are you OK? Are you sleepy?" and then the student answers the question with the short answer, "Yes, Aah.., no." After that, the teacher stresses the question by asking, "**Yes, or no?**" as a way to make sure the student pay attention to the lesson. The dialoging emerges when the teacher tries to have a real dialogue with the students by asking students' condition in English.

Extract 3. Prompting

T	If you are sleepy, you may go outside to wash your face *[The teacher suggests the student politely and comfortably]* Come on, Yuda. Talk about our daily activities.
S	Sleeping *[other students laugh]*
T	What else? *Apa lagi yang kamu lakukan tiap hari?*
S	Play…..
T	Ok Now my question what do you do in weekends? *Yang kamu lakukan ketika weekend apa?*
S	Sleeping, playing football, playing volley ball.
T	And you Supardi. What do you do in weekends? ***Weekend Supardi*** *biasanya ngapain aja? Kita baru kemarin loh week end.*
S	Help Parent.

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> T   OK. Today, we are going to talk about daily activity. [And then the teacher explains about the main lesson about daily activity.]

Prompting emerges in extract three. The teacher tries to recall the memory of students who do not seem to pay attention to the classroom activity by asking some questions using bilingual language and giving some clues to stimulate the students to produce the language. "Come on, Yuda. Talk about your daily activities. What else? *Apa lagi yang kamu lakukan tiap hari?"* The student attempts to answer the questions with more than one word such as "Sleeping, playing football, playing volley ball". This indicates that the student behaviorally engaged in responding the teachers scaffolding talk; the student seems to pay attention to the lesson and attempt to answer the question delivered by the teacher. After that, the teacher also prompts another student by giving cues and recalling the student's memory about what the student usually does in weekends through bilingual prompting "What do you do in weekends? **Weekend Supardi** *biasanya ngapain aja? Kita baru kemarin loh weekends".* And then, after all students look behaviorally engaged in the classroom, the teacher begins the lesson by saying "OK. Today, we are going to talk about daily activity."

In the main activity the teacher also delivered a prompting to elicit the students' vocabulary

Extract   4.   Prompting
T   What is <u>*Sarapan* in English?</u>
Ss   Breakfast
T   <u>Makan Siang</u>
S   Lunch [The students answer the oral question spontaneously]
T   <u>*Makan malam?*</u>
Ss   Dinner [The students answer the oral question spontaneously]
T   <u>*Mandi?*</u>
Ss   Take a Bath

The cognitive stimulus used by the teacher to recall the students' memories about what vocabularies might be used to tell the daily activity. The teacher starts the talk by asking the easiest vocabulary "What is *Sarapan* in English?" As a consequence, the engagement performed by the students is answering the question spontaneously. After that, the teacher gives cues that persuade the students to produce more than one word. That can be seen in extract four.

Extract   5.   Prompting
T   *…kemudian membersikan rumah*, how to say in English?
Ss   [The students discus for a second] clean the house*…*
T   <u>*Mencuci baju?*</u>
Ss   Washing cloth.
T   <u>*Mononton TV?*</u>
Ss   Watching TV
T   <u>**Washing or watching**</u> [Repeated twice]
Ss   **Watching** *[repeated twice]…*

In the process of developing students' vocabulary, the teacher prompts the students by asking the students to guess the simple vocabulary that have been known by the students for example "<u>*Mencuci baju? Mononton TV?".*</u> Furthermore, the teacher also helps the students to find the right meaning and make sure that the students understand the meaning of the words and how to pronounce them well. The teacher repeats the familiar sound of the words "**watching or washing"** She repeated the words twice to make sure that the students are able

to differentiate the words both the pronunciation and the meaning. The observation notes that the students show attention and focus on the talk produced by the teacher by attempting to answer the question as the behavioral engagement performed.

Extract 6. Prompting
S **Watching** *[repeated twice]…*
T **Iya Randi** *[giving the sign that teacher can control every individual in the class]*
S *Ya [low voice]*
T *Biasaya kalau jam segini istirahat di rumah ngpain ya?*
S *Tidur siang*
T What is tidur siang in English? *[The teacher some stimulus to interact the students]*
S Take a rest

The teacher shows her big attention to the student who does not focus on the lesson presented by the teacher. "Iya Randi!" the teacher points one of the students in the classroom that looks sleepy and does not pay attention to the lesson. It is a sign proposed by the teacher to show that the teacher can control every students' behavior in the class. The dialoging informs that the teacher pays attention to all students in the class. Not only Randi, but also other students should pay more attention to the class activity. Furthermore, the teacher recalls the students' memory through relating real situations and the lesson that is learning. "*Biasaya kalau jam segini istirahat di rumah ngapain ya?*" "What is *tidur siang* in English?" This dialogue can make the students answer the question from the teacher easily. Therefore, the students show their exertion in answer the question from the teacher.

Extract 7. Modeling
I get up at...[the student tell their daily activity without greeting other students]
Good afternoon everybody, I am Ima, I will tell you about my daily activity. [enthusiastically, the teacher guided the students how to greet and open their speech]
Good afternoon everybody I will tell you my daily activity [the student open the speech with low voices at the same time the other students discus]

While the students are presenting the task in front of the class, the students are directly corrected by the teacher by giving modeling how to start the presentation well. When the students say, "I get up at…" The teacher directly interrupts the students and cuts the students' utterance, and gives a modeling by saying "**Good afternoon** everybody. I am Ima. I will tell you about my daily activities." And then the students exert themselves to follow the teacher's advice.

Extract 8. Prompting
T Do you remember how to make sentences in simple present tense? [The teacher tries to recall students' understanding about the lesson]
Ss Yes [the students answer the question confidently]
T What is the formula?
Ss S + VI + O [the students discus and deliver their answer]
T *Di simple present itu, ada yang namanya verbal sentence dan nominal sentence..kalau yang verbal subjectnya di ikuti oleh?*
Ss V1 [the student doubt with his answer]
T Kalo yang nominal, subjectnya diikuti oleh?
Ss ? [discuss and doubt]
T Adjective atau noun.

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In her lecture, the teacher brainstorms the students' memory about what they have learned in the last meeting through the talk. The teacher recalls the students' knowledge by asking simple questions and giving a cue to ease the students in answering the question from the teacher. As a result, the students show their focus and attention behavior toward the lesson delivered by the teacher.

Extract 9.   Reformulation and prompting.
T   …contohnya, for example? [The teacher facilitate the students to speak
                English in the classroom] I go to campus.
S   I to the school by bus.
T   <u>Apa? **I to?**</u> [The teacher persuade the students]
Ss   I go
T   <u>I go to school by bus</u>. Ok [reformulate the students to answer] *Apa lagi?*
S   We study in Unsa. [Flat intonation]
T   <u>Apa? We **study** in Unsa</u>, ok good job,again

Extract nine depicts that the students' utterances "I go" are reformulated by the teacher to be more specific and acceptable in the form of simple present tense by saying "I go to school by bus." After that, the teacher prompts the students to speak in the classroom. It is prompted by giving a cue using the word "A*pa lagi?*" Therefore, the students are attracted to make complete sentences using simple present tense.

Extract 10.   Prompting.
T   …*yang kata sifat Seperti apa?* [the teacher recalls the students memories about adjective]
Ss   Kind, small, thin...[each student mention the adjectives at the same time enthusiastically]
T   Kind, ok good. Angry bisa. [The teacher persuade the student to speak through repeat their correct answer.]…
T   *Kalau kata benda? apa aja kata benda ?*
Ss   Chair, had, students...[each students mention the noun at the same time enthusiastically]

To promote students' willingness to speak, the teacher prompts the student by asking the students to mention the list of adjectives and nouns that they are known orally. As a result, the students show big effort to actively answer the question from the teacher. The students compete to mention the word. They are actively produced the word. They are actively engaged in the classroom because they have known the word in advance.

Extract 11.   Prompting and Reformulation
T   ...*nah kalau simple past tensenya, gimana*? [The teacher recall students' memory about simple past tense]
S   Verb two.
T   <u>Yes we use verb two</u> [Reformulate the students' answer]
Ss   Sleep *jadi* Slept, Sing *Jadi* sang.
T   *Ingat yang disini. [point out to the lesson material in the white boar about past tense] Tobe nya jadi was and*? [attract the student to mention the TOBE]
Ss   Were….

The teacher continues the teaching to the topic to challenge the students to be more engaged in the classroom. The teacher prompts the students by recalling the students' memory

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about past tense and saying "*Nah, kalau simple past tensenya gimana?*" As consequence, most of the students can answer the question because they have background knowledge about adjectives. Therefore, they are not shy when answering the question. Furthermore, the teacher facilitated the students' behavioral engagement through rephrase or reformulate the students' utterances "*Ya yang menggunakan Verb 2"*. As a consequence, the students exert themselves to mention correct words such as "Sleep jadi Slept, *Sing Jadi sang*.

3.2 Discussion

The teacher scaffolding talk in the classroom is very important to make the students actively engaged in the classroom activity. Walsh (2002) claimed that teacher talk in the class is as important as method of teaching in the classroom. The data above shows that the scaffolding talk delivered by the two English teachers of ESP are able to increase the engagement of the students in the classroom namely showing exertion, paying attention to the lesson, focusing on the lesson and actively answering the question from the teacher. Furthermore, this study reveals four kind of scaffolding talk from six scaffolding talk proposed by (Walsh, 2006) and (Forman, 2008) namely prompting, dialoging, reformulation, and modeling.

The first scaffolding talk emerges in this study is prompting. It is the most frequently used by the teachers to make the students actively engaged in the classroom. The teachers prompt the students using some methods of talk namely: the first method is the teachers' recall the student's memories about what they have known in the past and link the lesson with what they are studying in the present. The second method used by the teachers is asking some simple questions for the students, and the third is giving cues for the students by eliciting the students to mention simple vocabularies and utterances. The prompting delivered by the teachers in this study is able to make the students engage with the topic of the lesson namely about "daily activity and tenses". Furthermore, prompting is also able to make the students engage with the related vocabulary about daily activity, engage with the expression usually used in telling daily activity, and engage with simple present tense. On the other hand, the behavioral engagement performed by the students is is seen when the students are actively answer the question from the teachers, pay attention or focus to the lesson, and exert themselves to actively participated in the classroom interaction.

Dialoging is the second of scaffolding talk emerges in this study. The dialoging is used by the teacher to attract the students who do not seem to pay attention toward the lesson in the process of teaching and learning. The teachers point out and mention the name of the student, and ask some questions for the students to have a real dialogue. The teachers try to understand the social culture and physiology of the students, for example, showing sympathy and care to them by saying "Yuda, are you OK?", "Are you sleepy?", "If you are sleepy, you may go outside and wash your face". The dialoging in this study can improve the students' engagement in the classroom that can be seen from the students' behavior such as pay attention and focus to the lesson delivered by the teacher.

Reformulation occurs while the teacher rephrases the students' utterances. In this study, the teacher rephrases the students' utterances by giving reinforcement for the students. The teacher restates students' answer with acceptable words. As a consequence, the students are not shy to mention some words orally in the classroom. The engagement of the students is seen when the students shows their exertion to mention the correct verb of past tense or verb two. The forth scaffolding talk reveals in this study is modeling. This kind of scaffolding talk occurs when the teachers provide a good example of using the target language such as the pronunciation, the intonation and the stress of the words, phrase, or sentence. In this study, the teacher uses modeling scaffolding talk to engage the students with an ability to deliver a good presentation in front of the classroom through directly giving a correction to the students while the students make mistakes in pronouncing the words. For Example, the teacher directly corrects the student when the student forgets great the audience in starting the presentation as shown in extract eight. The four teachers' scaffolding talk emerges in this study are able to increase the students behavioral engagement in the classroom activity.

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4. Conclusion and Suggestions

To sum up, teachers' scaffolding talk plays a vital role in influencing the behavioral engagement of the students. Those talks can make the students actively involved in the classroom if the teachers can transfer an appropriate scaffolding talk. The result of this study has proven that the four kinds of scaffolding talk produced by ESP teachers namely prompting, dialoging, extension, and modeling from six scaffolding talk are able to make the students behaviorally active in the classroom interaction. The prompting delivered by the teachers have made the students actively answer the question from the teachers, pay attention, and exert themselves to be actively participated in the classroom interaction. The dialoging produced by the teachers is able to make the students who do not focus on the classroom activity becomes actively participated and pay attention to the lesson. The reformulation and modeling are able to attract the student attention to be more focus on the lesson. Finally, it is suggested that the lecturers or teachers not only plan the teaching methodology but also consider what scaffolding talk that should be used in the classroom interaction. Furthermore, the writers also suggest doing further investigation about teachers' scaffolding talk.

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