

WALQUI'S SCAFFOLDING STRATEGIES FRAMEWORK

IN *WORK IN PROGRESS* KELAS X TEXTBOOK:

CONTENT ANALYSIS



Maria Grace Keviana

1202621036

SKRIPSI

***A Skripsi* submitted in Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS NEGERI JAKARTA

2025

LEMBAR PENGESAHAN

LEMBAR PENGESAHAN

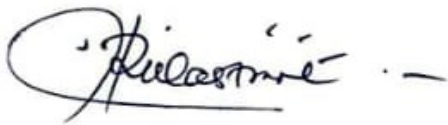
Skripsi ini diajukan oleh:

Nama : Maria Grace Keviana
No. Registrasi : 1202621036
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Walqui's Scaffolding Strategies Framework in Work in Progress Kelas X : Content Analysis

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

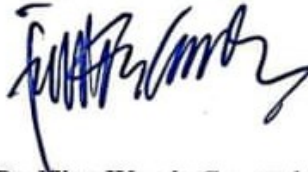
DEWAN PENGUJI

Ketua Penguji/Pembimbing I



Dr. Sri Sulastini, M.A.
NIP. 196010241988032001

Pembimbing II



Dr. Nina Wanda Cassandra, M.Pd.
NIP. 197806022005012002

Penguji Ahli Materi



Imas Wahyu Agustina, M.Pd.
NIP. 198408272019032011

Penguji Ahli Metodologi



Hernita Ratna Aulia, S.S., M.Hum.
NIP. 199011302024062001

Jakarta, 8 Agustus 2025

Dekan Fakultas Bahasa dan Seni



Dr. Samsi Setiadi, M.Pd.
NIP. 197710082005011002

LEMBAR PERNYATAAN ORISINALITAS

LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Maria Grace Keviana
NIM : 1202621036
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Negeri Jakarta

Menyatakan bahwa skripsi saya yang berjudul:

“WALQUI'S SCAFFOLDING STRATEGIES FRAMEWORK IN WORK IN PROGRESS
KELAS X TEXTBOOK: CONTENT ANALYSIS”

adalah benar-benar hasil karya saya sendiri. Dengan ini saya menyatakan bahwa dalam skripsi ini tidak terdapat karya yang pernah diajukan untuk memperoleh gelar kesarjanaan di suatu perguruan tinggi, dan sepanjang pengetahuan saya, juga tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dicantumkan sebagai acuan dalam naskah dan disebutkan dalam daftar pustaka.

Apabila di kemudian hari terbukti bahwa pernyataan saya tidak benar, maka saya bersedia menerima sanksi sesuai ketentuan yang berlaku.

Jakarta, 31 Juli 2025

Yang menyatakan,



Maria Grace Keviana

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI



KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN TEKNOLOGI
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Maria Grace Keviana
NIM : 1202621036
Fakultas/Prodi : Bahasa dan Seni / Pendidikan Bahasa Inggris
Alamat email : gracekeviana@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☒ Skripsi ☐ Tesis ☐ Disertasi ☐ Lain-lain (... ..)

yang berjudul :

WALQI'S SCAFFOLDING STRATEGIES FRAMEWORK IN *WORK IN PROGRESS*
KELAS X TEXTBOOK: CONTENT ANALYSIS

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 31 Juli 2025

Penulis

Maria Grace Keviana

ACKNOWLEDGEMENTS

In nomine Patris, et Filii, et Spiritus Sancti. Amen. All praise and gratitude I offer to my Lord Jesus Christ and Mother Mary. Through Their unfailing grace, love, and guidance, I have been enabled to complete this study entitled “*Walqui's Scaffolding Strategies Framework in "Work in Progress Kelas X" Textbook: Content Analysis*” Many stories in this journey and I have been truly blessed to never gone through it alone, and with deep humbleness and heartfelt gratitude, I would like to extend special thanks to:

1. My supervisors, Dr. Sri Sulastini, M.A. and Dr. Nina Wanda Cassandra, M.Pd., for their patience, guidance, and dedication throughout the writing process. I am deeply thankful for the knowledge, time, insights, and motivation for me. I could not have completed this final project without their care and mentorship.
2. My examiners, Ma'am Imas Wahyu Agustina, M.Pd. and Ma'am Hernita Ratna Aulia, S.S., M.Hum., for their constructive feedback and valuable suggestions. Their critical insights and thoughtful corrections have significantly contributed to the refinement and overall quality of this skripsi. I am sincerely grateful for their support in helping me improve this work.
3. My beloved parents: my papa, Yulius P. Tian, and my mama, Rosa Yovita Ari Istiarini, as well as my lovely big brother, Basilius Kevin, for their unwavering support, love, prayers, and sacrifices throughout my educational journey up to this point. They have been my main strength in completing my *skripsi*.
4. Also, for my extended family whose presence is equally important in providing support and encouragement to me, Mami, Papi, Mbak Nino, Mbak Mia, Mbak Agnes, Mas Koko, Mbak Rika, Om Jos, Pakde Anto, Tante Ani, and all the family members whom I cannot mention one by one. Thank you for the trust you have always given me and for being a role model to never give up.

5. My fellow, Kindy, who has been my partner since the beginning of this *skripsi* preparation. Thank you for the help, support, opinions, and all the ups and downs we went through together in the preparation of this *skripsi*.
6. Also, for Hifdzi and Nabel, who are always present by my side, providing strength, helping to perfect my shortcomings, sharing knowledge, complaints, and fatigue in the entire process of completing this academic degree. Also, for the Roro Jonggrang girls: Imel, Laila, and Gina were with me through lots incidents and stories. Thank you for being here, your presence brings warmth and smiles.
7. All my classmates in the B ELESP 2021 class and the extended family of the BEMP Beaver Cabinet. Thank you for being a part of this journey.

This journey is not always easy, not always bright, and not always filled with smiles. But God blessed me with the presence and support of many people, until finally His grace enabled me to complete my bachelor's degree. May all the struggles, prayers, hopes, even tears of joy and tiredness always remind me that I am truly blessed.

I hope this work serves not only as a fulfillment of academic requirements, but also as a small part of something greater, and may it be pleasing in the eyes of God.

Jakarta, July 2025

Maria Grace Keviana

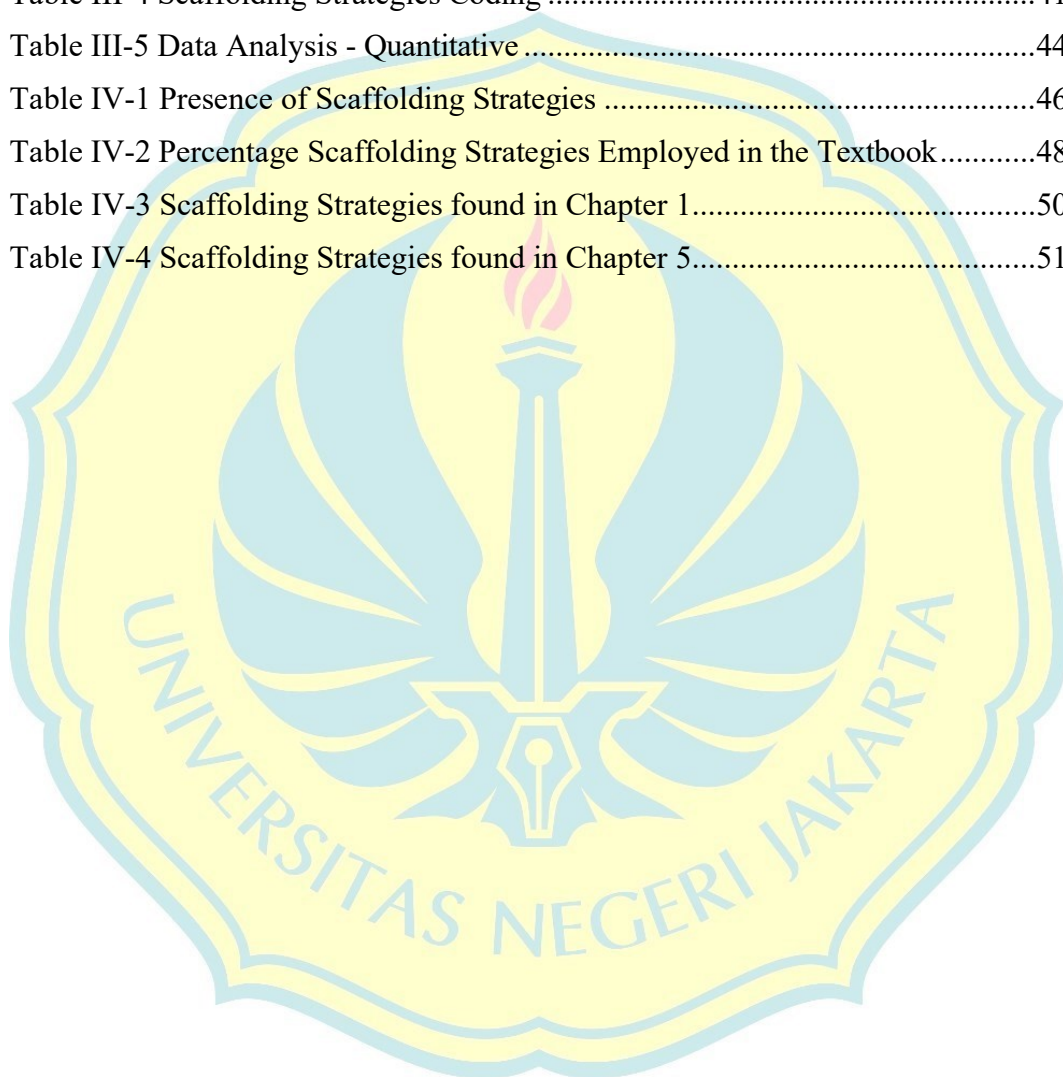
TABLE OF CONTENTS

LEMBAR PENGESAHAN.....	ii
LEMBAR PERNYATAAN ORISINALITAS.....	iii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI.....	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES	xi
ABSTRACT	xii
ABSTRAK.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions	8
1.3 Purpose of the Study.....	8
1.4 Significance of the Study	8
1.5 Scope of the Study.....	9
1.6 State of the Art	10
CHAPTER II LITERATURE REVIEW	12
2.1 Scaffolding in Language Learning.....	12
2.2 Walqui's Scaffolding Framework (WSF)	17
2.2.1 Introduction to Walqui's Scaffolding Framework.....	17
2.2.2 The Four Sources of Scaffolding.....	18
2.2.3 The Six Scaffolding Strategies	21
2.3 English Textbook	26
2.4 Previous Studies	30

CHAPTER III METHODOLOGY	35
3.1 Research Design.....	35
3.2 Data and Source of Data.....	36
3.2.1 Data of the Study	36
3.2.2 Source of Data.....	37
3.3 Data Collection.....	37
3.4 Data Analysis	38
3.5 Data Interpretation.....	44
CHAPTER IV FINDINGS AND DISCUSSION	46
4.1 Findings.....	46
4.1.1 The Extent to Which Walqui's Scaffolding Strategies Are Employed .46	
4.1.1.1 Percentage of scaffolding strategies employed in the textbook	48
4.1.2 Ways Scaffolding Strategies Are Distributed Across the Textbook.....	50
4.1.3 Sample Activities and Interpretation of Scaffolding Strategies.....	52
4.2 Discussion	58
4.3 Limitations	68
CHAPTER V CONCLUSION AND RECOMMENDATIONS	70
5.1 Conclusion.....	70
5.2 Recommendations	72
REFERENCES	73
APPENDICES.....	79
ABOUT THE AUTHOR.....	102

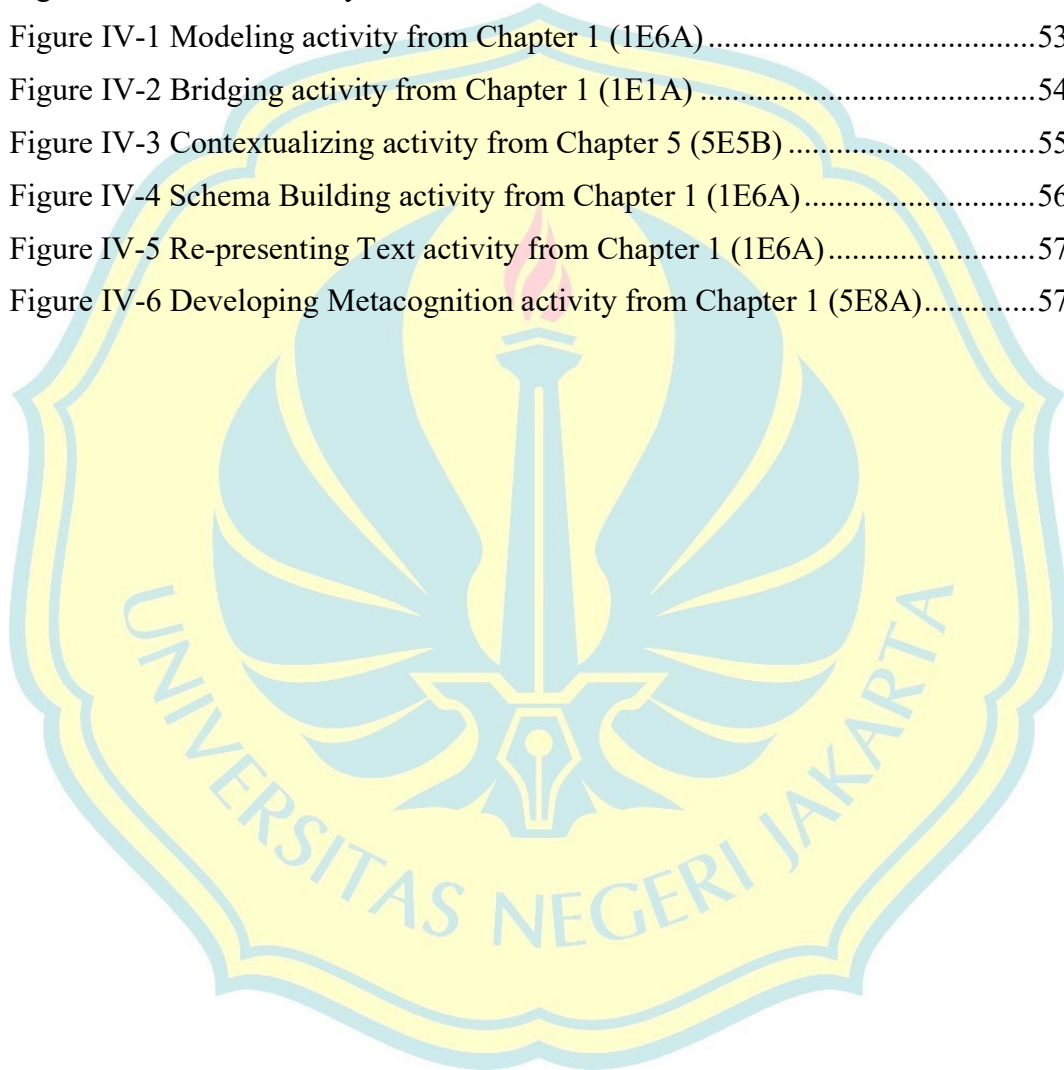
LIST OF TABLES

Table III-1 Data and Source of Data	36
Table III-2 Coding Scheme Chapter 1	39
Table III-3 Coding Scheme Chapter 5	41
Table III-4 Scaffolding Strategies Coding	41
Table III-5 Data Analysis - Quantitative	44
Table IV-1 Presence of Scaffolding Strategies	46
Table IV-2 Percentage Scaffolding Strategies Employed in the Textbook.....	48
Table IV-3 Scaffolding Strategies found in Chapter 1.....	50
Table IV-4 Scaffolding Strategies found in Chapter 5.....	51



LIST OF FIGURES

Figure II-1 Four Sources of Scaffolding	19
Figure III-1 Data Collection Procedure.....	38
Figure III-2 Flowchart of Analytical Procedure.....	42
Figure III-3 Table of Analysis.....	43
Figure IV-1 Modeling activity from Chapter 1 (1E6A).....	53
Figure IV-2 Bridging activity from Chapter 1 (1E1A)	54
Figure IV-3 Contextualizing activity from Chapter 5 (5E5B).....	55
Figure IV-4 Schema Building activity from Chapter 1 (1E6A).....	56
Figure IV-5 Re-presenting Text activity from Chapter 1 (1E6A).....	57
Figure IV-6 Developing Metacognition activity from Chapter 1 (5E8A).....	57



LIST OF APPENDICES

Appendix 0-1.....	79
-------------------	----



ABSTRACT

Maria Grace Keviana. 2025. Walqui's Scaffolding Strategies in the English Textbook Work in Progress *Kelas X*: A Content Analysis. A Skripsi. English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Scaffolding is a pedagogical approach that provides structured support to help students gradually achieve independent language proficiency. In English as a Foreign Language (EFL) context, where linguistic challenges are more prominent, scaffolding is particularly vital. Textbooks serve as major instructional tools, yet no studies have examined how scaffolding is embedded in their design. Addressing this gap, the present study investigates the integration of scaffolding strategies in the *Bahasa Inggris Work in Progress Kelas X* textbook, developed under the Emancipated Curriculum. Walqui's (2006) framework was employed due to its comprehensive categorization of six scaffolding strategies: modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition, that reflect the cognitive and instructional needs of EFL learners. Using a mixed-method design, this study applied Deductive Qualitative Content Analysis to examine all tasks, instructions, activities, and questions in two purposively selected chapters based on their relevance to language skill integration and task complexity. The results reveal that all six strategies are present in the textbook, though with varied frequencies and functions. Developing Metacognition emerged as the most frequently applied strategy in both chapters, while Modeling was notably absent in Chapter 5. Chapter 1 demonstrated a more structured, step-by-step use of scaffolding, whereas Chapter 5 exhibited a more flexible application aligned with increased task complexity. These findings suggest that the textbook adapts scaffolding strategies based on instructional goals and demands. This study contributes to a deeper understanding of scaffolding representation in national textbooks and encourages the intentional application of scaffolding principles in both instructional material design and classroom practice.

Keywords: *Walqui's Scaffolding Framework, SHS Textbooks, Deductive Qualitative Content Analysis.*

ABSTRAK

Maria Grace Keviana. 2025. Walqui's Scaffolding Strategies in the English Textbook Work in Progress Kelas X: A Content Analysis. Skripsi. English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Scaffolding, adalah pendekatan pedagogis yang memberikan dukungan terstruktur untuk membantu siswa secara bertahap mencapai kemahiran berbahasa secara mandiri. Dalam konteks *English as a Foreign Language* (EFL), di mana tantangan kebahasaan lebih kompleks, scaffolding menjadi sangat penting. Buku teks berperan sebagai alat pembelajaran utama, namun belum ada penelitian yang menelaah bagaimana *scaffolding* diintegrasikan dalam desain buku teks. Menanggapi kesenjangan tersebut, penelitian ini mengkaji penerapan strategi *scaffolding* dalam buku Bahasa Inggris kelas X Work in Progress yang dikembangkan berdasarkan Kurikulum Merdeka. Kerangka kerja Walqui (2006) digunakan karena menawarkan enam kategori strategi *scaffolding* yang komprehensif: *modeling*, *bridging*, *contextualizing*, *schema building*, *re-presenting text*, dan *developing metacognition*, yang merefleksikan kebutuhan kognitif dan instruksional siswa EFL. Dengan menggunakan desain metode campuran, penelitian ini menerapkan Analisis Isi Kualitatif Deduktif untuk menganalisis seluruh tugas, instruksi, aktivitas, dan pertanyaan dalam dua bab yang dipilih secara purposif berdasarkan relevansi dengan integrasi keterampilan berbahasa dan kompleksitas tugas. Hasil penelitian menunjukkan bahwa keenam strategi muncul dalam buku teks, meskipun dengan frekuensi dan fungsi yang berbeda. Strategi *Developing Metacognition* merupakan yang paling sering digunakan di kedua bab, sedangkan strategi *Modeling* tidak ditemukan di Bab 5. Bab 1 menunjukkan penggunaan *scaffolding* yang lebih terstruktur dan bertahap, sementara Bab 5 menerapkan *scaffolding* secara lebih fleksibel sesuai dengan peningkatan kompleksitas tugas. Temuan ini menunjukkan bahwa strategi *scaffolding* disesuaikan dengan tujuan pembelajaran dan tuntutan tugas. Penelitian ini memberikan kontribusi terhadap pemahaman tentang representasi scaffolding dalam buku teks nasional dan mendorong penerapan prinsip *scaffolding* secara lebih sadar dalam desain materi ajar dan praktik pembelajaran. pembelajaran.

Keywords: *Walqui's Scaffolding Framework, SHS Textbooks, Deductive Qualitative Content Analysis.*