

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In today's linked world, English is becoming more widely acknowledged as a universal language that is necessary for communication as well as for academic, professional, and personal development (Aimen & Khadim, 2024; Utthavudhikorn, 2023). English is the main language used in fields like technology, health, and international relations, therefore knowing how to speak it is important for getting ahead in your job. As globalization speeds up, being able to speak English makes it easier for people to work with people from all over the world, access a wide range of knowledge resources, and deal with people from other cultures. Gaining proficiency in English enables students to take part in various activities, such as international business contacts and global scientific advancements (Mauliska & D'angelo, 2024). The widespread demand for English fluency highlights the need for a well-structured teaching and learning process that addresses students' diverse needs and ensures their language learning success.

Due to the lack of exposure outside the classroom, students in Indonesia, where English is taught as a foreign language, often face considerable challenges in acquiring language proficiency (Paragae, 2023). One significant factor contributing to this difficulty is the limited opportunities students have to engage in meaningful interactions using the target language. Yulia et al. (2023) emphasized that such interactions are essential for enriching students' vocabulary and

developing fluency. Beyond vocabulary acquisition, engaging in interactive activities also supports learners in discovering their own learning preferences and building confidence. When students are encouraged to participate in communicative tasks, they begin to explore how the language operates in real-life contexts. Through these experiences, they construct their understanding of language use and expand their communicative competence in a gradual, meaningful manner.

On the other hand, language learning is also deeply influenced by the media and learning content utilized throughout the educational process (Sya'ro et al., 2022). The application of appropriate methods and the selection of relevant materials play a critical role in achieving intended learning outcomes. Learning becomes more directed, structured, and coherent when supported by well-aligned content and effective instructional tools. Among the various forms of media available, textbooks continue to hold a central position in the Indonesian education system. In the Indonesian educational context, textbooks remain one of the most widely used instructional media because of their accessibility, structured content, and strong alignment with the curriculum. They support both students and teachers throughout the learning process (Huda et al., 2024; Ramadani & Jayanti, 2023).

Textbooks serve as a fundamental written source of knowledge (Pavešić & Cankar, 2022). According to Huda et al. (2024), in the context of schools in Indonesia, textbooks are one of the instruments that support students' learning activities. In the book, various learning activities can be involved to help the development process and abilities of students. The book is capable of providing learning support for students (Syahid et al., 2024). As regulated by the Ministry of Education, Culture, Research, and Technology (MoECRT, 2023), textbooks

function as core instructional materials that are aligned with national education standards and the prevailing curriculum. These core textbooks serve as the primary reference for teachers across Indonesia, playing a vital role in determining classroom activities and shaping the learning experience. They are designed to provide models, prompts, and exercises that not only facilitate language acquisition but also ensure consistency in instructional practices nationwide (Aprilia & Ambarwati, 2023). Textbooks vary in the extent to which they incorporate features that provide gradual instructional support aimed at facilitating step-by-step learning. In fact, this gradual support is very helpful for students to learn slowly without feeling pressured. Learning methods like this are very helpful for students to gradually overcome their shortcomings until they can finally achieve academic independence. This kind of learning strategy is called scaffolding.

According to Walqui (2006), scaffolding is the process of giving learners short-term assistance so they can complete tasks they might not be able to do on their own. Vygotsky's Zone of Proximal Development (ZPD) theory is where the idea of scaffolding first emerged, and Wood et al. (1976) later developed it further. This idea in education, first influenced by the actual scaffolding used in construction, refers to instructional support that is gradually removed as students gain more independence (Awadelkarim, 2021). It employs strategic teaching techniques that gradually assign students more responsibility as they improve.

Scaffolding plays an important role in facilitating students' potential, building on prior knowledge, and creating new information (Guo et al., 2023). Scaffolding can be implemented in various interactions, assignments, and activities that are gradually organized to enhance student learning. Scaffolding is more than

just another word for help. Scaffolding is a specific type of assistance that helps students move toward a new skill, concept, or level of understanding. Eventually, students can figure out how to do something independently (Gibbons, 2015).

In the context of English as a Foreign Language (EFL) instruction, scaffolding is particularly vital as it helps bridge the gap between students' prior knowledge and the new language structures they need to acquire (Gibbons, 2015). Effective scaffolding techniques can assist learners in developing their listening, speaking, reading, and writing skills in a more structured manner. Walqui's framework (2006) cites Lier (2004) and states that scaffolding has four main sources in language learning: (1) materials designed and organized to help students learn, (2) teachers who provide guidance and instruction to students according to their difficulties and needs, (3) peers who learn together and complement each other, and (4) the students themselves, who actively participate in completing tasks and understanding what they are learning. These sources indicate that scaffolding in EFL education is complex and that students receive appropriate assistance at various points in their learning (Harraqi, 2017).

Previous studies have highlighted the benefits of scaffolding in language learning. For instance, Suryani et al. (2023) discovered that scaffolding strategies including modeling, bridging, contextualizing, schema building, and metacognition significantly improve students' pronunciation and reading comprehension. Similarly, scaffolding improves learners' language development and cognitive engagement (Yildiz & Celik, 2020). These results imply that scaffolding is essential to successful language learning. Another previous study showed that students



demonstrate higher levels of language retention and engagement when scaffolding is embedded in instructional materials (Gibbons, 2015).

Furthermore, several recent studies have applied Walqui (2006) six scaffolding strategies to investigate instructional practices in real classroom settings. Arlinda (2020) analyzed EYL teachers' implementation of Walqui's strategies and found that modeling, bridging, contextualizing, and developing metacognition were effectively used to support student learning. Similarly, Ibtissam et al. (2022) conducted a qualitative study in Algeria and identified that all six strategies from Walqui's framework particularly bridging, schema building, and representing text were present and contributed to students' increased speaking fluency and confidence. Tajeddin et al. (2020) examined English-medium content-based instruction and found that bridging and schema building dominated teacher discourse and reported significant improvement in EFL students' writing abilities when scaffolding strategies were systematically applied. Tabib (2022) also confirmed the positive impact of Walqui's strategies in a university writing course, showing growth in cognitive, metacognitive, and affective domains. These findings demonstrate that Walqui's framework is both relevant and applicable across a variety of EFL contexts.

Despite the evidence from classroom-based research, no studies to date have examined the presence of scaffolding strategies specifically those proposed by Walqui (2006) within English textbooks, particularly in the Indonesian context. Existing research on English textbooks has primarily focused on aspects such as cultural content representation and overall textbook quality (Aprilia & Neisya, 2023; Sulistiyo et al., 2021) as well as the integration of cognitive skill development

in instructional tasks (Surono et al., 2023). While these studies provide valuable insights into textbook design and effectiveness, they do not specifically examine scaffolding as a structured instructional component. Given that textbooks serve as a primary and standardized source of instruction in classrooms across Indonesia, they play a crucial role in shaping students' learning experiences. These materials are not only designed to guide structured learning but also to establish national benchmarks for English language instruction.

As textbooks serve as structured educational resources and scaffolding is acknowledged as a beneficial instructional approach, examining the extent to which scaffolding strategies are embedded in textbook design becomes essential. Scaffolding is closely related to interaction (Amir et al., 2021). Activities, objectives, and exercises in textbooks should feature scaffolding, which facilitates students' progress from guided instruction to independent mastery. Therefore, textbooks, as important educational resources, need to be evaluated for the presence of scaffolding strategies and, if applicable, the most popular types of scaffolding that support students and enrich their learning experiences. Consequently, the extent to which textbooks integrate scaffolding strategies is a critical factor in determining their effectiveness in supporting student learning.

The implementation of scaffolding in textbooks can improve students' engagement, understanding, and overall language ability by offering structured support. A carefully designed textbook including scaffolding techniques ensures that students have gradual support in acquiring linguistic skills and progressing from guided instruction to independent application. However, despite the importance of textbooks in education, research particularly examining the

integration of scaffolding within them is still lacking. This underscores the necessity for additional investigation to discover if these materials effectively facilitate student learning by best practices in language instruction.

Among the various theoretical frameworks used to study scaffolding, Walqui's (2006) model offers a comprehensive and targeted approach specifically designed for English Language Learners (ELLs). Walqui's framework presents six unique techniques based on second language acquisition theory: modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. These strategies are particularly suitable for analyzing the scaffolding embedded within language learning materials. Due to its distinctive features, comprehensive scope, and direct applicability to analyzing scaffolding structures in English textbooks for ELLs, Walqui's framework was selected as the basis for this study.

This study examined the scaffolding techniques included in *Bahasa Inggris Work in Progress Kelas X* textbook in order to fill the identified research gap. This textbook was selected due to its widespread usage in senior high schools throughout Indonesia and its status as an official English textbook under the Emancipated Curriculum, also known as Kurikulum Merdeka. In addition, grade X is a stage that is quite active in producing complex sentences and language texts. In this case, scaffolding is crucial for guiding students until they can generate texts and sentences independently

This research focuses on assessing the extent to which scaffolding is used in English textbooks and examining the forms in which scaffolding is integrated. It

also explores the distribution and patterns of scaffolding strategies across the textbook chapters.

## **1.2 Research Questions**

1. To what extent are Walqui's (2006) scaffolding strategies employed in *Bahasa Inggris Work in Progress* Kelas X textbook?
2. In what ways are Walqui's (2006) scaffolding strategies employed in *Bahasa Inggris Work in Progress* Kelas X textbook?

## **1.3 Purpose of the Study**

The purpose of this study is to investigate the presence and application of scaffolding techniques in *Bahasa Inggris Work in Progress* Kelas X textbook. This investigation is carried out using the lens of Walqui's (2006) six scaffolding strategies, which include modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. In addition, the study aims to obtain a detailed profile of how these six strategies are implemented across selected chapters in the textbook, thus providing insight into the extent and patterns of scaffolding integration in support of student learning.

## **1.4 Significance of the Study**

This study contributes to both theoretical and practical developments in English language teaching and learning. Theoretically, it enhances the understanding of scaffolding techniques in English language acquisition by examining the application of Walqui's (2006) six scaffolding strategies which are modeling, bridging, contextualizing, schema building, re-presenting text, and



developing metacognition in *Bahasa Inggris Work in Progress* Kelas X textbook. By providing an in-depth analysis of how scaffolding strategies are used in instructional materials, it additionally contributed to the limited literature on the subject of English language teaching (ELT), especially in textbook-based scaffolding.

Practically, this study provides valuable insights for teachers and curriculum designers about the importance of incorporating scaffolding strategy elements into learning materials. It offers ideas for creating better learning materials that help English Language Learners (ELLs) achieve academic independence through scaffolding strategies integrated into textbooks as learning materials.

### **1.5 Scope of the Study**

This study analyzed the use of scaffolding strategies within *Bahasa Inggris Work in Progress* Kelas X textbook, a core instructional textbook developed under the Kurikulum Merdeka framework by the Indonesian government. As a nationally endorsed material, the textbook plays a vital role in guiding English language instruction at the senior high school level. The analysis applied Walqui's (2006) scaffolding framework, which consists of six strategies: modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. These strategies served as the analytical lens to examine how instructional support is embedded in written activities to facilitate students' progressive language development.

The focus of this study was limited to two selected chapters (Chapter 1 and Chapter) chosen purposively to represent a range of text types and task complexity. The data were collected through content analysis of written elements such as activity instructions, task prompts, reflection cues, and guiding questions that indicate scaffolding strategies. This study did not examine teacher-prepared lesson plans (RPP), classroom teaching practices, or other supplementary materials. Furthermore, the analysis was confined to the Grade X textbook and does not include textbooks from other grade levels or subject areas. The aim was to provide an in-depth understanding of how scaffolding is structured within the instructional design of this particular textbook.

### **1.6 State of the Art**

Scaffolding has been widely regarded as an important strategy in language learning, particularly for learners of English as a Foreign Language (EFL). In recent years, various studies have discussed the application of scaffolding in classroom teaching practices (Awadelkarim, 2021; Mahan, 2022; Putra, 2024; Suryani et al., 2023; Yildiz & Celik, 2020), teacher-student interactions, and lesson planning. One of the prominent frameworks in this area is Walqui (2006) framework, which identifies six types of scaffolding: modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. This framework is considered comprehensive and highly relevant for analyzing how learning support is structured in the context of English language teaching.

Furthermore, several recent studies have applied Walqui's (2006) six scaffolding strategies to investigate instructional practices in real classroom

settings. Arlinda (2020) analyzed EYL teachers' use of Walqui's framework and found that modeling, bridging, contextualizing, and developing metacognition were implemented effectively to support young learners. Similarly, Ibtissam et al. (2022) conducted a qualitative study in Algeria and identified that all six strategies particularly bridging, schema building, and re-presenting text contributed to students' speaking fluency and confidence. In a study of English-medium content-based instruction, Tajeddin et al. (2020) reported that bridging and schema building were dominant in teacher discourse to scaffold complex scientific concepts. Tabib (2022) also confirmed the positive impact of Walqui's strategies in a university-level writing class, showing significant growth in students' cognitive, metacognitive, and affective domains. Yildiz & Celik (2020) further supported this by highlighting the use of modeling, contextualization, bridging, and communicative activities aligned with Walqui's strategies to facilitate learners' progression from their actual development to their potential development. These findings demonstrate that Walqui's framework is both relevant and applicable across diverse EFL learning contexts.