

REFERENCES

- Ah, Y., & Hyun, J., MA. (2020). The effects of schema activation and reading strategy use on L2 reading comprehension. *English Teaching*, 75(3), 49–68. <https://doi.org/10.15858/engtea.75.3.202009.49>
- Aimen, A., & Khadim, U. (2024). Significance of Proficiency in the English Language within the Realm of Education in Pakistan. *English Education Journal*, 15(1), 1–8. <https://doi.org/10.24815/eej.v15i1.34863>
- Akhmad, E., Saleh, Y. R., & Pakaya, S. (2022). Criteria of Good English Textbook for students: A Senior English Textbook Analysis. *ELOQUENCE Journal of Foreign Language*, 1(3), 114–124. <https://doi.org/10.58194/eloquence.v1i3.454>
- Amir, M. F., Farida, A. R., & Niko Fediyanto. (2021). Scaffolding characteristics for elementary school teachers in mathematics learning. In *Proceedings of the International Conference on Education, Teacher Training, and Professional Development* (pp. 158–159). Universitas Muhammadiyah Malang, East Java, Indonesia. http://eprints.umsida.ac.id/9273/8/18.4.%20Artikel_International%20Conf_ICE-TPD--Scaffolding.pdf
- Aprilia, F., Neisyah. (2023). Evaluating an EFL textbook: a good fit, adequate fit, a poor fit or totally wrong? In *Indonesian Research Journal in Education*. <https://online-journal.unja.ac.id/index.php/irje/index>
- Aprilia, L., & Ambarwati, E. K. (2023). An analysis of English textbooks “My Next Words” for the fourth grade. *Jo-ELT (Journal of English Language Teaching) Faculty of Education*, 10(1), 88. <https://doi.org/10.33394/jo-elt.v10i1.6974>
- Arianto, F., & Hanif, M. (2024). Evaluating metacognitive strategies and self-regulated learning to predict primary school students self-efficacy and problem-solving skills in science learning. *Journal of Pedagogical Research*. <https://doi.org/10.33902/jpr.202428575>
- Arlinda, H. & Universitas Pendidikan Indonesia. (2020). Twelfth Conference on Applied Linguistics (CONAPLIN 2019). In *Advances in Social Science, Education and Humanities Research* (Vol. 430, p. 84).
- Awadelkarim, A. A. (2021). An analysis and insight into the effectiveness of scaffolding: EFL instructors'/teachers' perceptions and attitudes. *Journal of Language and Linguistic Studies*, 17(2), 828–841. <https://doi.org/10.52462/jlls.58>
- Banishashem, K., & Macfadyen, L. P. (2021). Pedagogical design: bridging learning theory and learning analytics. *Canadian Journal of Learning and Technology*, 47(1). <https://doi.org/10.21432/cjlt27959>

- Bittar, M. (2021). A Methodological Proposal For Textbook Analysis. *The Mathematics Enthusiast*, 19(2), 307–340. <https://doi.org/10.54870/1551-3440.1555>
- Boonmoh, A., & Jumpakate, T. (2019a). Using scaffolded instructions to improve students' skills. *rEFLections*, 26(1), 1–16. <https://doi.org/10.61508/refl.v26i1.199840>
- Bruner, J. (1983a). Play, thought, and language. *Peabody Journal of Education*, 60(3), 60–69. <https://doi.org/10.1080/01619568309538407>
- Davidsson, E., & Enochson, P. G. (2021). Teachers' way of contextualising the science content in lesson introductions. *Science Education International*, 32(1), 46–54. <https://doi.org/10.33828/sei.v32.i1.5>
- Dewantara, K. a. K., Artini, L. P., & Wahyuni, L. G. E. (2022). Reading Related Activities in English Textbook and How the Texts are Exploited in the Classroom. *Journal of Education Research and Evaluation*, 6(3), 439–448. <https://doi.org/10.23887/jere.v6i3.48583>
- Dwigustini, R., Ramadhan, A., Susilawati, S., Halim, N., & Morrison, C. B. (2022). How to scaffold young learners' English speaking class? *Linguistic English Education and Art (LEEA) Journal*, 5(2), 194–206. <https://doi.org/10.31539/leea.v5i2.3742>
- Fajar, D. A., & Agustina, D. (2019). Independent Learning for Improving English skills of students in English Language Education, Pekalongan University. *Surakarta English and Literature Journal*, 2(2), 67. <https://doi.org/10.52429/selju.v2i2.271>
- Fatkhuromozy, N. Y. (2024b). Penerapan Scaffolding Pada Zone Of Proximal Development (Zpd) Kelas Xi 7 Sman 1 Malang. *Jurnal Pembelajaran Bimbingan Dan Pengelolaan Pendidikan*, 4(3), 14. <https://doi.org/10.17977/um065.v4.i3.2024.14>
- Fitria, T. N. (2024). Quality of English Textbook work in progress for SMA/SMK/MA Class X in Edition 2022: A Content Analysis. *IREELL Indonesian Review of English Education Linguistics and Literature*, 2(1), 28–49. <https://doi.org/10.30762/ireell.v2i1.2683>
- Fitriani, S. S., Erdiana, N., & Samad, I. A. (2019). Visual Representations and Comprehension: The exploration of Image-Word relations and Types of design. *International Journal of Language Education*, 27–40. <https://doi.org/10.26858/ijole.v3i2.9414>
- Fuyudloturromaniyyah, N. (2015). *A Textbook Analysis : An In-Depth Analysis Of Activities In Scientific Approach's Perspective In An Efl Textbook For Seventh Grade*. Fuyudloturromaniyyah | Journal of English and Education. <https://ejournal.upi.edu/index.php/l-e/article/view/4755>
- Gibbons, P. (2015). Scaffolding Language, Scaffolding Learning: Teaching English language learners in the mainstream classroom. In *HEINEMANN* (Second edition). Heinemann. <https://victesol.vic.edu.au/wp-content/uploads/gibbonschapter.pdf>

- Guo, Y., Wang, Y., & Ortega-Martín, J. L. (2023). The impact of blended learning-based scaffolding techniques on learners' self-efficacy and willingness to communicate. *Porta Linguarum Revista Interuniversitaria De Didáctica De Las Lenguas Extranjeras*, 40, 253–273. <https://doi.org/10.30827/portalin.vi40.27061>
- Ha, N. D. N., Loc, N., & Tuyen, T. (2021b). TASK-BASED APPROACH: AN OVERVIEW. *European Journal of English Language Teaching*, 7(1). <https://doi.org/10.46827/ejel.v7i1.4090>
- Harraqi, M. (2017). Review of Aida Walqui's Scaffolding Instruction for English Language Learners: A Conceptual Framework. *American Journal of Art and Design*, 2(3), 84. <https://doi.org/10.11648/j.ajax.20170203.13>
- Hismanoglu, M., & Hismanoglu, S. (2011). Task-based language teaching: What every EFL teacher should do. *Procedia - Social and Behavioral Sciences*, 15, 46–52. <https://doi.org/10.1016/j.sbspro.2011.03.049>
- Huda, M., Soleh, N. a. R., Zakiyyah, N. N., Maula, N. S. I., Arifah, N. S. N., & Ardaninggar, N. R. A. (2024). The potential of Indonesian textbooks in stimulating students' learning activities. *Journal of Education Research and Evaluation*, 8(2), 240–248. <https://doi.org/10.23887/jere.v8i2.77500>
- Lasmawan, I. W., & Budiarta, I. W. (2020). Vygotsky's Zone of Proximal Development and the Students' Progress in Learning (A Heutagogical bibliographical Review). *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 545. <https://doi.org/10.23887/jpi-undiksha.v9i4.29915>
- Mahan, K. R. (2020). The comprehending teacher: scaffolding in content and language integrated learning (CLIL). *Language Learning Journal*, 50(1), 74–88. <https://doi.org/10.1080/09571736.2019.1705879>
- Malla, N. S., & Jawad, H. F. (2024). Investigating the impact of scaffolding strategy on EFL learners' writing skill at Soran University. *Kurdish Academic Journals*, 61. <https://www.researchgate.net/publication/388007881>
- Maulana, M. I. (2021). Task-Based Language Teaching; Potential benefits and possible criticisms in Indonesian contexts. *Journal of English Teaching and Learning Issues*, 4(2), 69. <https://doi.org/10.21043/jetli.v4i2.12183>
- Mauliska, N., & D'Angelo, J. F. (2024). The Importance Of Learning English At School. *International Journal of English Language Teaching, Literature and Linguistic.*, 2(2), 53–57. <https://doi.org/10.55210/interling.v2i2.1793>
- Mayring, P. (2014). Qualitative content analysis. In *Theoretical background and procedures of analysis*. In *Advances in mathematics education* (pp. 365–380). https://doi.org/10.1007/978-94-017-9181-6_13
- MoECRT Regulations No.8. Books Used by Educational Units.* (2016, February 28). Database Peraturan | JDIH BPK. <https://peraturan.bpk.go.id/Details/141177/permen-ristekdikti-no-8-tahun-2016>
- MoECRT Regulations No. 21 . Preparation, Provision, Distribution and Use of Educational Books.* (2021, August 28). Database Peraturan | JDIH BPK.

<https://peraturan.bpk.go.id/Details/263715/permendikbudriset-no-21-tahun-2023>

- Munir, S., Suzanne, N., & Yulnetri. (2021). Developing Criteria of an English Textbook Evaluation for Indonesian Senior High School. *JURNAL TA'DIB*, 24(2), 217-228. <https://doi.org/10.31958/jt.v24i2>
- Nur, S., & Butarbutar, R. (2022). Insights of Collaborative Learning Approach from Social-Psychology Perspective: A Systematic Review. *Journal of English Education and Teaching*, 6(3), 379–397. <https://doi.org/10.33369/jeet.6.3.379-397>
- Oller, J., Engel, A., & Rochera, M. J. (2024). Bridging learning experiences in and out of school: Students' views. *International Journal of Educational Psychology*, 1–21. <https://doi.org/10.17583/ijep.12857>
- Özkan, E. Ç. (2022). Scaffolding as Teachers' guidance role in the context of Constructivist Learning approach. *Journal of Educational Issues*, 8(1), 399. <https://doi.org/10.5296/jei.v8i1.19690>
- Paragae, I. G. a. P. N. S. (2023). Innovative teaching strategies in teaching English as a foreign language. *English Teaching and Linguistics Journal (ETLiJ)*, 4(1). <https://doi.org/10.30596/etlij.v4i1.12990>
- Pavešić, B. J., & Cankar, G. (2022). Textbooks and students' knowledge. *Center for Educational Policy Studies Journal*, 12(2), 29–65. <https://doi.org/10.26529/cepsj.1283>
- Poehner, M. E. (2011). Validity and interaction in the ZPD: interpreting learner development through L2 Dynamic Assessment. *International Journal of Applied Linguistics*, 21(2), 244–263. <https://doi.org/10.1111/j.1473-4192.2010.00277.x>
- Putra, I. M. D. a. G. (2024). Writing through scaffolding technique using online platform in senior high school. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(2), 137–142. <https://doi.org/10.23887/jpbi.v11i2.66175>
- Ramadani, W., & Jayanti, U. N. a. D. (2023). Kesesuaian buku teks biologi SMA materi jamur kelas X berdasarkan komponen literasi sains. *BIOEDUSAINS Jurnal Pendidikan Biologi Dan Sains*, 6(2), 399–406. <https://doi.org/10.31539/bioedusains.v6i2.6580>
- Sabri, S., Kholil, U., Ahmad, M., & Fah, L. Y. (2023). Textbook Effectiveness with Contextual Teaching and Learning Approach on Creative Thinking Ability Elementary School Students. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 15(2), 118. <https://doi.org/10.30595/dinamika.v15i2.18862>
- Shemy, N. S. (2022). Effect of Different Levels of Constructivist Scaffolding within E-Content on Undergraduate Students' Mastery of Learning and their Attitudes towards it. *Journal of Education and e-Learning Research*, 9(1), 17–27. <https://doi.org/10.20448/jeelr.v9i1.3737>
- Sulasmi, E. (2021). Effectiveness of Modeling Learning Strategies to improve Student Learning Outcomes. *Budapest International Research and Critics*

Institute (BIRCI-Journal) Humanities and Social Sciences, 4(1), 926–936.
<https://doi.org/10.33258/birci.v4i1.1694>

- Sulistiyono, U., Wulan, R., Arif, T. Z. Z. A., Efriza, D., & Anwar, K. (2021). A critical content analysis of English textbook for senior high school students in Indonesia. *Deleted Journal*, 8(1), 84–98. <https://doi.org/10.24815/siele.v8i1.16778>
- Surono, S., Pratolo, B. W., & Hanun, S. L. (2023). Analysis of HOTS and LOTS of instructional questions in the English textbook “When English Rings a Bell” for grade VIII. *English Language Teaching Educational Journal*, 5(3), 240–252. <https://doi.org/10.12928/eltej.v5i3.8168>
- Suryani, I., Dewi, U., & Chuma, M. M. (2023). Scaffolding Strategies to Support English language learning in reading comprehension: a case study. *Child Education Journal*, 5(1), 24–35. <https://doi.org/10.33086/cej.v5i1.3790>
- Syahid, N. A., Ananda, N. R., Salsabila, N. A., Sumarni, S., & Fauzi, N. F. A. (2024). An analysis of textbook “when English rings a Bell” for Junior High School Grade eight. *DIAJAR Jurnal Pendidikan Dan Pembelajaran*, 3(3), 245–254. <https://doi.org/10.54259/diajar.v3i3.2500>
- Sya’ro, A. Z., Johan, R. C., & Mulyadi, D. (2022, December 1). *The role of interactive learning media in improving students’ English language skills*. Sya’ro | PEDAGOGIA. <https://ejournal.upi.edu/index.php/pedagogia/article/view/67443/pdf>
- Tabib, F. M. (2022). Exploring the effect of instructional scaffolding on foundation level students’ writing at the City University College of Ajman: a case study. *Arab World English Journal*, 13(3), 185–201. <https://doi.org/10.24093/awej/vol13no3.12>
- Tajeddin, Z., Minoo Alemi, & Kamrani, Z. (2020). Functions and strategies of teachers’ discursive scaffolding in English-medium content-based instruction. In Islamic Azad University, West Tehran Branch & Urmia University, *Iranian Journal of Language Teaching Research* (Vol. 8, Issue 3, pp. 1–24). <https://files.eric.ed.gov/fulltext/EJ1270986.pdf>
- Tennah, I., Ziani, C., & Si Mahammed, M. (2022). *Investigating the role of teacher’s scaffolding strategies in enhancing EFL learners’ speaking skills: the case of second year pupils at Middle School Bordj Bou Arreridj* [Thesis].
- Thamrin, L., Gustian, U., Suhardi, S., Zhongfulin, W., & Suryadi, D. (2024). The implementation of contextual learning strategies to stimulate students’ critical thinking skills. *Retos*, 53, 52–57. <https://doi.org/10.47197/retos.v53.102501>
- Uththavudhikorn, M. (2023). *AN EXPLORATION OF TEACHERS’ EXPERIENCE WITH USING SCAFFOLDING TECHNIQUES* (By Thammasat University Language Institute, A. Sritulanon, K. Soontornwipast, P. Chaturongakul, & S. Tangkiengsirisin). https://ethesisarchive.library.tu.ac.th/thesis/2023/TU_2023_6321042100_18234_27689.pdf

- Van Lier, L. (2004). The Ecology and Semiotics of Language learning. In *Educational linguistics*. <https://doi.org/10.1007/1-4020-7912-5>
- Vonna, Y., Mukminati, N., & Laksmi, E. D. (2015). The effect of scaffolding techniques on students' writing achievement. *Jurnal Pendidikan Humaniora*, 3(2), 227–233. <http://journal.um.ac.id/index.php/jph>
- Walqui, A. (2006). Scaffolding instruction for English Language Learners: A Conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180. <https://doi.org/10.1080/13670050608668639>
- Widiana, & Sabiq, A. H. A. (2021). Scaffolding Strategy In Teaching Writing And Its Challenges. *journal.ipts.ac.id*. <https://doi.org/10.37081/ed.v9i1.2275>
- Yildiz, Y., & Celik, B. (2020). The use of scaffolding techniques in language learning: Extending the level of understanding. *International Journal of Social Sciences and Educational Studies*, 7(3). <https://doi.org/10.23918/ijsses.v7i3p148>
- Yulia, A., Joshi, R. M., Husin, N. A., & Rahim, S. A. (2023). Enhancing English proficiency through social circle and vocabulary among Malaysian adult learners. *Studies in English Language and Education*, 10(1), 322–336. <https://doi.org/10.24815/siele.v10i1.25740>

