

**The Use of Scaffolding Techniques in Teaching Analytical
Exposition Texts in Senior High School**

A THESIS

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree
in English Language Education**



By Ahmad Irsyad

21322019

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

2026

APPROVAL SHEET

The Use of Scaffolding Techniques in Teaching Analytical Exposition Texts in Senior High School

By

Ahmad Irsyad

21322019



Approved on December 21st, 2025

By

Supervisor

Dr. Rizki Farani S.Pd., M.Pd.
NIP. 123220404

RATIFICATION SHEET

Enhancing Student Engagement and Productivity Through Student-Centered Learning

By

Ahmad Irsyad

21322019

Defended before the Board of Examiner on 2nd March 2026 and Declared
Acceptable

Chairperson

: Dr. Rizki Farani S.Pd., M.Pd.

First Examiner

: Banatul Murtafi'ah, S.Pd., M.Pd

Second Examiner

: Dr. Adam Anshori, S.S., M.A.

Yogyakarta, 31 March 2026

Department of English Language Education

Faculty of Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,


Fuji Rahayu S.Pd., M.L.S.T., PhD.
NIP. 05331040

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, (exam enrollment date, e.g day month 2026)

The Writer,



Ahmad Irsyad

21322019

MOTTO

You cant add days to your life, but you can always add life to your days.

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved mother: Enik Sudaryani, and my beloved father: Supadi

ACKNOWLEDGEMENT

Alhamdulillah Rabbil ‘Aalamiin, all praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank Allah SWT who has bestowed me a great blessing, strength, and will that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless it was with the support of many people. Sincerely I really appreciate and address my gratitude especially to my beloved father Supadi, my beloved mother Enik Sudaryani.

My special gratitude go to my first advisor, Miss Dr. Rizki Farani S.Pd., M.Pd. Her guidance, insightful advice, steady support, and thoughtful critiques have shaped this work in countless ways. Her patience and leadership have continually encouraged me, especially as she is always tolerating me for my pace of thinking and writing, and keep helping me grow through it. I am deeply grateful for all I have learned from her. A great appreciation and thank will also go to all of my lecturers at English Language Education Department of Islamic University of Indonesia who had given me beneficial knowledge and had taught me with thoughtful care and remarkable patience, Headmaster of SMA N 1 Pakem, Bapak Drs. Rahmad Saptanto, M.Pd., who had allowed me to conduct research at his school, English teacher of SMA N 1 Pakem, Ibu Dra. Alfa Nurhasanah, who had facilitated me in conducting the research, teachers and staff of SMA N 1 Pakem who had welcomed me during my research. The others, who cannot be mentioned one by one, who have given her spirit to accomplish this thesis, I also give my respect

My heartfelt thanks go to the one who reignited the spark within me, someone who taught me not through words, but through the quiet strength of her actions. In an unspoken, gentle way, simply by the way she carries herself, she has shown me how precious time truly is, that our days are numbered, that our moments are brief, and that even when life does not unfold as we wish, there will still be days that shine as we hope they will. She reminded me to keep believing that if what I hope for does not come today, there is always tomorrow. She taught me that persistence can outshine talent, and that valuing others, as well as their time, is part of walking kindly through this world. Her presence has been a warm spark of fire for me, and for everyone around her. For that, I am deeply grateful. To Kak Rifka, with sincere appreciation.

Lastly, I acknowledge that this thesis is still imperfect in many respects; however, I truly hope it can offer meaningful insight into the implementation of student-centered learning, especially within the context of the digital era. I warmly welcome any constructive criticism, ideas, or suggestions that may help improve this work further.

Yogyakarta, (exam enrollment date, e.g 2026)

Ahmad Irsyad

TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO.....	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENT	vii
Abstract	ix
Keywords.....	ix
A. Background of the Study.....	1
B. Construct.....	3
C. Implementation.....	7
3.1 Prerequisites for the Innovation.....	7
3.2 Activity	9
3.3 The Impact of the steps	15
D. Conclusion	16
E. References	17

THE USE OF SCAFFOLDING TECHNIQUES IN TEACHING ANALYTICAL EXPOSITION TEXT IN SENIOR HIGH SCHOOL

By

Ahmad Irsyad

21322019

Abstract

This study explores the implementation of a student-centered learning approach to foster student engagement and productivity in English learning at Senior High School. The practice employs Vygotsky's sociocultural theory and the concept of the Zone of Proximal Development (ZPD), emphasizing scaffolding strategies such as modeling, guided questioning, and peer collaboration. Conducted over two months, the practice addressed students' passive learning behavior by encouraging active participation and shared responsibility in classroom activities. The activities include group discussions, interactive questioning, and guided writing sessions. Those activities encouraged students to exchange ideas, practice expressing opinions, and collaborate on short analytical exposition texts, allowing them to engage more actively and build confidence through structured yet supportive interaction. The lesson design and materials were developed under the guidance of the supervising teacher to ensure alignment with the curriculum and student readiness levels. However, the wide range of students' English proficiency and the limited two-month duration made consistent scaffolding difficult. Some students require more guidance than others, reducing opportunities for independent practice and peer learning. These challenges restricted the depth of progress achievable within the available time frame. Despite the limitation, the findings still highlight the potential of student-centered approaches to foster greater interaction, confidence, and autonomy. Future implementation may consider additional teaching time, differentiated scaffolding plans, extended project-based activities, and ongoing formative feedback. These adjustments would allow students to progress at their own pace, strengthen peer support, and provide a more sustainable foundation for improving both engagement and language competence. This also serves as a reflection of the teacher's professional growth, illustrating how theory-based, reflective practice can bring meaningful, sustainable progress to classroom instruction.

Keywords

Best Practice, English as a foreign language, Productivity, Student-Centered Learning, Student Engagement, ZPD

A. Background of the Study

This study takes place at one of the state senior high schools in Sleman, Daerah Istimewa Yogyakarta, during the odd semester of the 2024/2025 academic year, which lasts for two months, starting at the beginning of October 2024 and ending at the end of November 2024. The teaching activities are conducted offline through face-to-face learning environments. English is taught twice a week for each class, covering both mandatory English and English Literature subjects. Based on the initial observation, in which students were asked about their sources of English exposure, it was found that they generally possess adequate basic English proficiency, primarily developed through social media and digital content. However, English use in daily communication remains rare, both inside and outside the classroom. Based on initial classroom observations at the high school, it is evident that most English classes are still dominated by traditional, teacher-centered methods. Moreover, this limited exposure reduces their opportunities to practice the language and may hinder the development of their communicative competence.

The school provides supportive learning facilities, including classroom projectors and access to wireless internet. These resources enable the use of digital materials and online content that can support English learning activities in the classroom. However, technical issues sometimes occur due to unexpected blackouts, and the presence of Wi-Fi is not everywhere; thus, sometimes, digital-based learning goes to waste. This best practice focuses on improving students' participation in learning. The teaching process is designed based on Kurikulum Merdeka Belajar. It encourages active learning at different phases, starting with stimulating questions to introduce the topic, assisting students with finding a relevant and debatable topic, peer discussions, revisions, and final address to the group to finally be presented. The materials are about analytical exposition texts for 11th-grade students. Thus, the focus of this research is on developing teaching strategies that engage students actively, encourage critical thinking as

well as cooperation and support to organize ideas rationally in production of analytical exposition texts. In addition, this study aims to contribute to discussions on improving English teaching practices in Indonesian classrooms by exploring how student-centered strategies, particularly scaffolding, can be adapted to support students' engagement and participation. At the end, the goal is to inspire more meaningful, enjoyable, and effective English learning experiences for high school students.

In this best practice, my role as a pre-service teacher is participating in a practical field experience program under the guidance of a school mentor. My role is not only to deliver lessons but also to critically evaluate and improve the classroom practices based on both observed needs and theoretical frameworks. Although I still possess limited professional experience, I intentionally position this study within the broader global context of educational innovation. As found by Hayati et al., (2019), teachers implemented scaffolding through building knowledge, modeling, joint construction, and independent construction. Scaffolding enhanced students' ability to produce spoken and written texts, though its effectiveness was constrained by varying student abilities, limited class time, and inadequate school facilities. Mardiah et al. (2023) also explored the impact of metacognitive scaffolding on students' argumentative writing at MA Mu'allimat NW Anjani. Using a true experimental design, they found significant improvement in the experimental group. The technique enhanced writing quality—especially grammar, vocabulary, organization, and content—while also fostering students' critical thinking, leadership, and self-regulation. By implementing student-centred learning, it is expected to enhance students' motivation, comprehension, communication skills and critical thinking.

B. Construct

This best practice is based on Vygotsky's sociocultural theory (Shunk, 2012), which emphasizes the importance of social interaction in the learning process. This perspective aligns with the goal of this study, which focuses on improving student engagement and productivity through student-centered learning. According to sociocultural theory, learning develops through interaction with others and the use of cultural tools such as language. In classroom practice, this approach encourages students to actively participate, collaborate, and construct knowledge together rather than passively receiving information from the teacher. A key concept in this theory is the Zone of Proximal Development (ZPD), which refers to the gap between what learners can do independently and what they can achieve with guidance from teachers or more capable peers (Shunk, 2012). Learning becomes more effective when support is provided within this zone. Scaffolding plays an important role in this process. Through strategies such as modeling, guided questioning, and collaboration, teachers provide structured support that gradually helps students become more confident and independent, encouraging active participation and greater productivity in classroom learning activities. In other words, productivity here refers to the extent to which students actively engage in classroom tasks and produce meaningful learning outputs through participation, collaboration, and independent contributions during the learning process. To make the most of these interactions within the Zone of Proximal Development, the teacher plays a vital role by providing what is known as scaffolding. Scaffolding is the instructional support that helps keep a student's learning within the Zone of Proximal Development (ZPD). the space where tasks are too difficult to do alone but achievable with assistance. The main idea of scaffolding is that the teacher or more capable peer temporarily supports the learner by handling the difficult parts of a task. This lets the learner focus on parts they can begin to understand and gradually master. These best practices use a sociocultural theory that consist of modeling, guided questioning, and peer collaboration. These steps were conducted in a scaffolded process.

Expanding the scope in exploring how scaffolding is used in speaking, Nguyen (2013) explored how Vietnamese EFL university students provided and benefited from peer scaffolding during a collaborative oral presentation. The findings revealed six key forms of scaffolding behavior among peers: workload sharing, idea pooling, technology support, peer feedback, help in answering audience questions, and affective support. The study concluded that peer scaffolding played a critical role in students' progress through the Zone of Proximal Development (ZPD), enabling them to perform tasks beyond their independent ability. These insights reaffirm that scaffolding is not limited to expert guidance but can thrive in collaborative peer environments as well.

This is further supported by the results of the study by Hikmat & Nurrisal (2017), which demonstrate the effectiveness of various scaffolding techniques in teaching reading to eleventh-grade students at Baleendah 1 Senior High School. Teachers employed scaffolding across three reading stages: pre-reading, during reading, and post-reading. The results show that well-structured scaffolding enhances reading comprehension and supports student growth across linguistic and cognitive dimensions.

In addition, Sari & Munir (2018) examined how scaffolding supports students in producing recount texts. The study investigates how scaffolding techniques affect students' writing skills, particularly in teaching recount texts at a senior high school. The findings reveal that the teacher used four types of scaffolding: bridging, modeling, contextualization, and re-presenting text. These types were applied consistently across five class meetings and showed a strong correlation with students' writing development. Bridging activated students' prior knowledge through discussion and questioning, preparing them to engage more meaningfully with the material. Modeling involved the teacher demonstrating how to structure and write a recount text, which students successfully emulated in their own writing. Contextualization helped students connect their everyday language to academic language, supported by vocabulary-building tasks. Re-presenting text, the most visibly effective strategy, allowed students to use a

self-constructed glossary as a reference while writing.

As presented in Hayati et al. (2019) study, scaffolding is a critical instructional technique rooted in Vygotsky's sociocultural theory, designed to support learners as they progress from assisted to independent performance. The authors emphasize that scaffolding helps students manage tasks they cannot yet complete on their own by providing temporary support that is gradually withdrawn as competence develops. The article defines scaffolding as a technique that allows learners to develop new understandings, concepts, and abilities through structured teacher support. The study found that when scaffolding was implemented fully and consistently, students showed greater confidence and ability in using English. However, inconsistent or incomplete implementation—such as skipping stages or providing insufficient modeling—resulted in weaker student outcomes (Hayati et al., 2019). Thus, scaffolding not only supports language development but also nurtures learner autonomy when carefully tailored to students' developmental levels.

Continuing the exploration of scaffolding's impact on student writing, Mardiah et al. (2023) investigated the use of metacognitive scaffolding to improve argumentative writing skills among senior high school students at MA Mu'allimat NW Anjani. The study employed a true experimental design and found a significant improvement in writing performance in the experimental group. The average post-test score increased from 48.94 to 74.35, while the control group improved more modestly from 50.75 to 63.00. The researchers concluded that the application of metacognitive scaffolding led to higher writing quality, especially in areas like grammar, vocabulary, organization, and content. Beyond technical improvement, students also demonstrated enhanced critical thinking, leadership, and self-regulation skills through group-based scaffolding activities.

Compared to the previous studies above that focused specifically on the application of scaffolding techniques in skill-based language teaching—such as speaking (Nguyen, 2013), reading (Hikmat & Nurrisal, 2017), and writing (Sari & Munir, 2018; Mardiah et al., 2023)—this best practice focused on enhancing student productivity through student-centered learning.

Although scaffolding techniques were also applied in this best practice, the scaffolding refers primarily to student–teacher interaction and student–student interaction.

C. Implementation

3.1 Prerequisites for the Innovation

Classroom observations indicate that students' participation in English learning activities remains relatively passive despite the availability of adequate learning facilities. Students tend to be less active during the learning process, both in asking questions and participating in discussions. Moreover, the teaching approach in the classroom remained largely teacher-centered. The teacher dominates the learning process by explaining the material from beginning to end without involving students interactively. This lack of student involvement can be caused by teaching approaches that have not been able to encourage students' curiosity or interest in the material presented. This affects the way students perceive English lessons, where they seem less enthusiastic and only attend classes as a form of obligation, not because of interest in the subject. In addition, students' interest in English in general is also low. This may be due to the students' perceived lack of relevance between English learning in the classroom and their daily lives. Although some students have access to English-language digital media, school learning has not managed to bridge this potential. This calls for a more creative and participatory approach to teaching so that students are more motivated to learn English and understand its benefits in their lives.

The school has 15 classes, ranging from grade 10 to grade 12, with each level consisting of parallel classes A to E. In a week, each class gets two sessions of English lessons, which include compulsory English classes and literary English classes. The Classes are supported with adequate learning facilities. Each classrooms are supported by adequate learning facilities, including a projector for presentations as well as Wi-Fi and internet access that allow students and teachers to utilize digital learning resources. These facilities provide support for teachers and students to carry out teaching and learning activities more effectively. Even so, the English

language skills of the students in general have not reached an exceptional level for their level and age. Most students demonstrate a basic understanding of English. Based on informal questioning during the initial classroom interaction, many students stated that their English exposure mainly comes from social media, online videos, and other digital content. However, the use of English in daily communication remains very limited and has not yet become a common practice within the school environment. As a result, students rarely have opportunities to actively practice the language in authentic situations. One of the main challenges observed is the lack of habituation in using English both inside and outside the classroom, which can hinder the development of students' communicative competence.

Following observations of the school environment, the characteristics of the students, and the existing implementation of English instruction, the next step was to develop a structured lesson plan. This planning process was carried out under the supervision and guidance of the mentor teacher to ensure that the content remained relevant, adhered to the existing curriculum, and was suited to the students' current level of competence. The lesson plan was then followed by the preparation and compilation of instructional materials to be used during classroom teaching. These materials and supporting media were designed as a continuation of the ongoing curriculum, with each stage of planning and material development conducted under the active supervision of the mentor teacher, who provided continuous guidance and feedback to ensure coherence and instructional quality.

3.2 Activity

The primary goal of this study is to enhance student engagement and learning productivity by shifting from a passive, teacher-centered learning environment to a more interactive, student-centered approach. Conducted in the context of English language learning at Senior High School, the research is rooted in Vygotsky's sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD). The study aims to investigate how scaffolding techniques—such as guided questions, peer collaboration, and modeling—can be used to support students in developing their ability to write analytical exposition texts more effectively. This research not only addresses the instructional needs of the students but also serves as a reflective process for the teacher. By observing classroom behavior, identifying student difficulties, and analyzing the gap between curriculum goals and actual classroom practices, the teacher seeks to adapt their methods to be more responsive and supportive. The innovation introduced focuses on helping students construct meaning through active participation, collaboration, and structured guidance. Ultimately, the study contributes to a broader understanding of how targeted, well-supported instructional strategies rooted in sociocultural theory can improve language learning outcomes in real classroom settings, while also empowering teachers to become more adaptive and reflective in their practice.

In class activity

The first step in implementing the teaching innovation in the class was to build students' background knowledge. This first stage was focused on a modeling and guided questioning process. The goal of this stage was to activate students' prior experiences and connect them with the upcoming lesson content. This aligns with Vygotsky's (Shunk, 2012) sociocultural theory and ZPD such as scaffolding strategies such as modeling, guided questioning, and peer collaboration. In this case, the teacher aimed to introduce analytical exposition texts in a way that felt relevant and accessible. To do this, the teacher began the class with open-ended questions related to the students' daily lives and opinions, such as, "What are some school rules you disagree with? Why?" or "Do you think students should wear uniforms?" These types of questions were designed to spark interest and prompt discussion. The teacher facilitated a brief, informal class discussion to allow students to express their views, agree or disagree with peers, and reflect on common issues. Immediately afterward, the students are shown an example of an analytical exposition text through the projector. They are then asked to analyze the text and respond to eight guided questions designed to assess their general understanding of the structure and purpose of an analytical exposition individually. ;

1. what is the main idea of the text?
2. What are two reasons why the author have to support their argument?
3. How was the author structured their arguments?
4. Which sentence shows cause and effect in the text?
5. How strongly do u agree with the author's opinion? Why?
6. How confident are in expressing your opinion on this topic?
7. How do you feel about the issue discussed in the text?
8. How do you handle a if someone disagree with the opinion in the text?

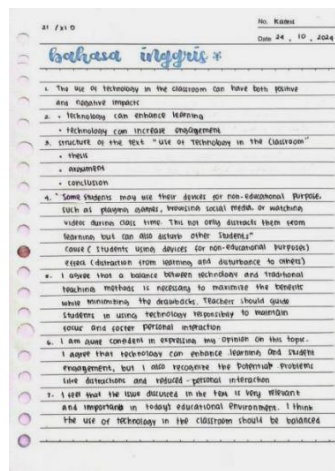


Figure 3.1

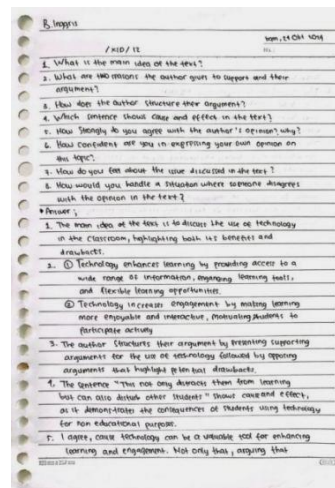


Figure 3.2

Students first worked individually to answer the questions and reflect on their own ideas. Afterward, they exchanged their papers with classmates to discuss and compare their responses. Through this process, students participated actively by sharing their thoughts and listening to different perspectives. These discussions helped students recall personal experiences and begin forming opinions, a key elements of analytical exposition writing. This activity served several purposes. It warmed up the students' thinking, encouraged communication in English, and set the stage for deeper engagement with the topic. Most importantly, it made the learning feel meaningful, as students were asked to talk about issues that affected their real lives. This early engagement was crucial in addressing the previously identified problem of passive classroom behavior.

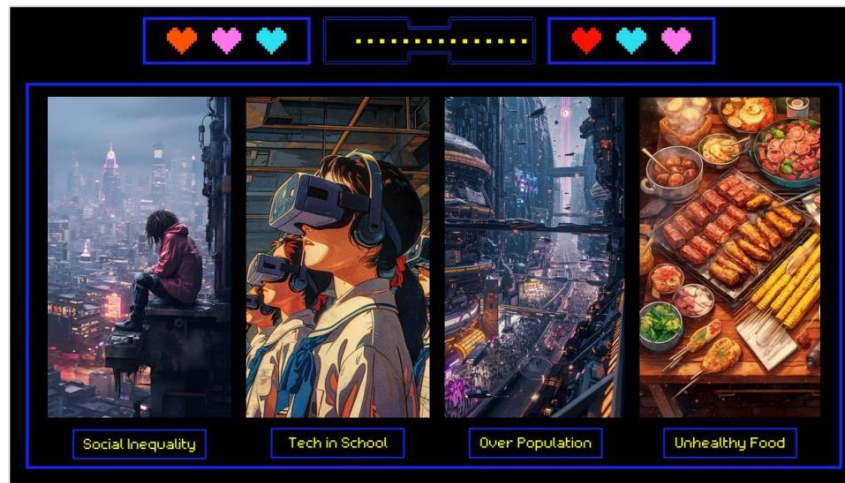


Figure 3.3

After recalling students' background knowledge, the next step was allowing them to select topics and collaboratively plan their writing. The goal of this stage was to increase students' ownership of their work by letting them choose issues they cared about and organize their ideas as a group. This is closely linked to the principle of autonomy in student-centered learning and is supported by the concept of scaffolding, where the teacher provides support while students build confidence. The teacher provided a list of suggested topics for analytical exposition texts, including options like "Uniforms should be optional," "Homework is necessary for learning," and "Phones should be allowed in school." Students were also free to suggest their own topics. The teacher explained the criteria for a good topic: it should be debatable, relevant, and interesting to the group. Students then divided into six groups of five and given three different topics that has been chosen. For each topic, one group was assigned to support the statement while another group prepared arguments to oppose it. Within their groups, students discussed possible arguments, assigned roles (such as note-taker, speaker, and writer), and brainstormed examples or evidence to support their stance. The teacher monitored the groups, offering guiding questions such as, "What is your main argument?" or "Can you give a real-life example to support that point?" This planning stage allowed students to develop a deeper understanding of their topic while practicing collaboration. It encouraged negotiation, critical thinking, and mutual support—key scaffolding elements. As a result, students became more motivated and engaged, which helped overcome the passivity observed in earlier lessons.



Figure 3.4

The last step of the scaffolding is a group collaboration. Once students had planned their arguments, they moved on to drafting their analytical exposition texts. The goal of this stage was to help students organize their ideas into a structured written format, using the typical layout of thesis, arguments, and conclusion. This process also allowed the teacher to provide direct scaffolding in terms of language structure, vocabulary use, and coherence. The teacher began by modeling how to write each part of the text on the board. For example, the teacher wrote a sample thesis statement such as, "I believe that students should be allowed to use phones in class because it helps learning and communication." The teacher explained the function of each part, pointing out useful sentence starters like "First of all," "Another reason," and "In conclusion." During the group drafting activity, students worked together to create their own exposition texts based on their chosen topics. They referred to the teacher's model and were encouraged to use new vocabulary and connectors. The teacher walked around the room, offering suggestions, correcting grammar, and answering questions. Students were encouraged to write their ideas even if not perfectly formed, promoting fluency over accuracy at this stage. This activity helped students develop confidence in expressing their opinions in written English. By seeing how ideas are structured and supported, students began to understand the logic of argumentation. The visible improvement in their drafts compared to earlier assignments showed that structured scaffolding was effective in guiding them through a challenging writing task.

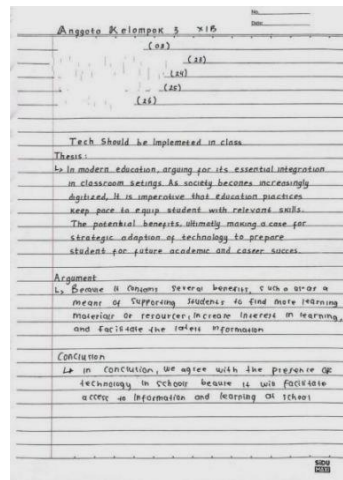


Figure 3.5

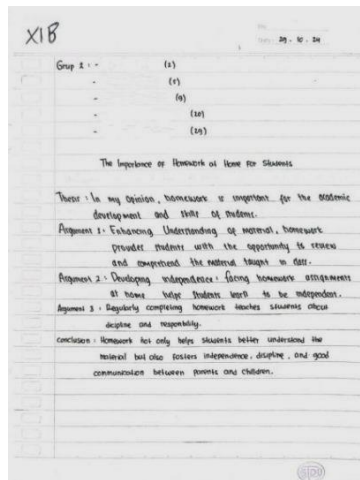


Figure 3.6

To conclude the learning sequence, each group presented their arguments in front of the class. For each topic, the groups that supported and opposed the same statement presented their perspectives in turn, allowing the class to hear both sides of the argument. The goal of this stage was to develop students' speaking skills, reinforce their understanding of argumentative structure, and build confidence in expressing their ideas. This activity also allowed students to apply what they had learned in a more authentic communicative setting, reflecting the scaffolding process of moving from guided practice to more independent performance. The teacher provided each group with a few minutes to present their stance, main arguments, and supporting examples. Meanwhile, the audience (their classmates) was asked to listen carefully

and prepare at least one question for each presenting group. The teacher then modeled respectful questioning and guided students in giving constructive responses. During the presentation, students used their group drafts as a script but were encouraged to speak naturally and make eye contact. The teacher praised effort and provided feedback on clarity, pronunciation, and organization. Some students who had been shy in earlier classes gained the confidence to speak clearly in front of others. This activity helped consolidate the learning outcomes of the previous lessons. Students practiced organizing their ideas verbally, defending their opinions, and responding to questions—skills essential for academic and real-world communication. It also demonstrated that with enough support, students who were once passive could become confident communicators.

3.3 The Impact of the Steps

Each instructional step contributed to addressing the initial problem of low student engagement and passive learning behavior. Through the scaffolded activities, students showed increased participation in classroom discussions, greater collaboration with peers, and improved ability to organize and express their ideas in writing. The early stages of building background knowledge and selecting topics helped students connect the lesson with their own perspectives, which increased their willingness to contribute. As the activities progressed to drafting and peer review, students began demonstrating stronger critical thinking and greater confidence in developing analytical exposition texts. The presentation stage further encouraged students to communicate their ideas clearly in front of others, promoting both speaking practice and accountability for their work. As a result, students who were previously hesitant to participate gradually became more involved in classroom activities. Several students who initially struggled to produce written responses were able to complete more structured and coherent texts by the end of the process. Although these improvements developed gradually and were influenced by limited classroom time and varying student abilities, the implementation of scaffolded, student-centered learning created a more active and supportive learning environment for students.

D. Conclusion

The implementation of a student-centered learning approach in my classroom brought meaningful, though modest, changes to how students engaged and participated in the learning process. Despite the limited teaching allocation time, some students demonstrated strong comprehension and fluency, while others still struggled with basic vocabulary and sentence construction. I noticed a gradual shift in how students interacted with greater willingness to speak, collaborate, and take initiative during activities. Grounded in Vygotsky's sociocultural theory and the Zone of Proximal Development (ZPD), this approach allowed me to apply scaffolding strategies such as modeling, guided questioning, and peer collaboration to support students within their learning capacity. This imbalance made it challenging to maintain consistent progress across the class and to effectively place each student within their appropriate Zone of Proximal Development (ZPD). As scaffolding relies on providing timely and targeted support that gradually decreases as learners gain independence, the limited time frame restricted my ability to fully observe this gradual transition. Additionally, students with lower proficiency often required more direct guidance, which reduced the time available for fostering peer collaboration and independent practice. This practice still provides valuable insight into how differentiated scaffolding might be better structured in future teaching, emphasizing the importance of extended observation, flexible grouping, and more adaptive lesson pacing to address diverse learning needs. I noticed a gradual shift in how students interacted with greater willingness to speak, collaborate, and take initiative during activities. Grounded in Vygotsky's sociocultural theory and the Zone of Proximal Development (ZPD), this approach allowed me to apply scaffolding strategies such as modeling, guided questioning, and peer collaboration to support students within their learning capacity. Through this process, I learned that creating opportunities for student voices to emerge is just as important as delivering the material itself. Although the results were small, they reflected the potential of thoughtful, guided interaction to foster confidence and autonomy. With more time and consistency, I believe this approach could bring even stronger and more sustainable improvement in students' learning experiences.

E. References

- Hayati, N. N., Sutopo, D., & Faridi, A. (2019). The Implementation of Scaffolding Technique in Teaching English to The Students of High Schools in Semarang –A Case Of High School English Teachers in Semarang. *English Education Journal*, 9(3), 368-381.
- Mardiah, I., Syaâ, I., & Junaidi, M. (2023). The Effect of Metacognitive Scaffolding Strategy in Improving English Writing Skill at Senior High School Students. *Humanitatis: Journal of Language and Literature*, 10(1), 179-194.
- Nurrizal, M. R., & Haldrina, M. (2017). Scaffolding Technique Used in Teaching Reading At Baleendah 1 Senior High School. *ELang| An English Language Education Journal*, 2(2), 1-14.
- Sari, A. R. F., & Munir, A. (2018). The use of scaffolding on teaching process and students writing in a senior high school. *RETAIN: Journal of Research in English Language Teaching*, 6(2).
- Schunk, D. H. (2012). Vygotsky's sociocultural theory. In *Learning theories: An educational perspective* (6th ed., pp. 237–264). *Pearson Education*, Inc.
- Zhou, M., & Brown, D. (2017). Vygotsky's sociocultural theory and scaffolding. In *Educational learning theories* (2nd ed., pp. 74–83). *Education Open Textbooks*. Dalton State C

