

**INSTRUCTIONAL SCAFFOLDING TO SUPPORT
STUDENTS' SUMMARY WRITING ABILITY IN A
TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)
CONTEXT**

A Best Practice

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



Conveyed by:

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DECLARATION PAGE

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

Yogyakarta, July 8, 2026



The Writer,

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MOTTO PAGE

“And I entrust my affair to Allah.”

(Qur'an, Surah Ghafir [40]: 44)

“Your Lord has neither forsaken you nor is He displeased with you.”

(Qur'an, Surah Ad-Duha [93]: 3)

DEDICATION PAGE

This best practice is first dedicated to myself for choosing not to give up, even during the most difficult moments of this journey. It is also dedicated to the people whose love, prayers, support, and encouragement have made this achievement possible:

1. My beloved parents, Jhons Meri and Fatmawati, for your unconditional love, endless prayers, unwavering support, and countless sacrifices. May Allah always bless you with good health, abundant *rizq*, happiness, and grant you the highest rewards for everything you have done for me.
2. My beloved sister, Suci Harianti, for always believing in me when I doubted myself, always supporting me, always making me smile during difficult times, and never leaving my side through every challenge.
3. My beloved siblings, Amirul Ryandi Fajri, Azmi Kholiq, Cinta Bella Islami, and Annisa Fitriani, for your love, support, and belief in me.
4. My greatest supporter, M. Nur Fajri, for standing by my side through every high and low, for your endless patience, unwavering support, and for believing in me when I struggled to believe in myself. Thank you for reminding me to keep moving forward.

ACKNOWLEDGEMENT PAGE

Assalaamu'alaikum wa rahmatullaahi wa barakaatuh

Alhamdulillahirabbil 'alamin. All praise and gratitude are devoted to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, mercy, and guidance, which have enabled me to complete this best practice entitled *Instructional Scaffolding to Support Students' Summary Writing Ability in a Teaching English to Young Learners (TEYL) Context*. Without His will and countless blessings, this work would not have been completed.

The completion of this best practice would not have been possible without the support, guidance, and encouragement of many individuals. Therefore, I would like to express my sincere gratitude to:

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8. All my friends in the Department of English Language Education for all the memories we have shared together throughout this journey.

Finally, I realize that this best practice is not free from limitations and imperfections. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. It is my hope that this best practice will provide meaningful contributions to English language teaching, particularly in supporting young learners' summary writing through scaffolding strategies.

Wassalamualaikum Warahmatullahi Wabarakatuh

July, 2026

Amelia Putri

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Instructional Scaffolding to Support Students' Summary Writing Ability in a Teaching English to Young Learners (TEYL) Context

Abstract

Summary writing requires students to identify main ideas, supporting details, and unnecessary information before organizing ideas into a concise summary. However, Grade 5 students experienced difficulties distinguishing these elements, which affected their summary writing. This best practice aimed to examine how instructional scaffolding strategies, grounded in Vygotsky's Zone of Proximal Development (ZPD), supported Grade 5 students' summary writing in a Montessori classroom setting. The implementation was conducted in three meetings involving Grade 5 students at Brainy Bunch International Islamic Montessori School. Based on the synthesis of previous studies, five instructional scaffolding strategies were adapted into summary writing instruction: modeling, questioning, guided practice, continuous feedback, and gradual release of responsibility. Data were collected prior to and throughout the implementation through classroom observations, students' written work, classroom interactions, and teaching reflections. The implementation demonstrated that instructional scaffolding supported students' summary writing by helping them identify main ideas, distinguish supporting details from extra information, and organize ideas into concise summaries. Modeling and questioning introduced students with a clear example of the summarizing process, guided practice and continuous feedback supported students in selecting relevant information and refining their summaries, while the gradual release of responsibility encouraged them to complete summary writing tasks with reduced teacher support. Although some students still required repeated guidance throughout the activities, the implementation showed that instructional scaffolding provided structured support that gradually promoted greater independence in summary writing.

Keywords: Instructional scaffolding; Summary writing; Zone of Proximal Development (ZPD); Teaching English to Young Learners (TEYL)

CHAPTER I

BACKGROUND OF THE STUDY

This best practice was implemented at an International Islamic Montessori School located in Cyberjaya, Malaysia. The school is based on three main core values, namely Islamic, Montessori, and English (Brainy Bunch, 2026). The Islamic core is reflected in how the school integrated Islamic teachings and daily practices into the learning environment, including character building, prayer routines, and moral values. The Montessori core is implemented through student centered learning, where the students have opportunities to learn independently and work at their own pace. Meanwhile, the English core is shown through the use of English as the major language in the learning process. Therefore, the students will be familiar with the language in academic contexts and daily conversation. Besides the three cores, Brainy Bunch also uses SPICE Educational Framework, which stands for Spiritual, Physical, Intellectual, Creative, and Emotional (Brainy Bunch, 2026). The Spiritual aspect emphasizes on building strong character and moral values. The Physical aspect focuses on healthy habits and physical development. The Intellectual aspect supports student's thinking skills, problem solving, and academic understanding. The Creative aspect gives students space to express their imagination and ideas. Lastly, the Emotional aspect helps students understand their feelings and build social skills. All of these aspects help Brainy Bunch create a holistic and balanced learning environment.

This best practice was implemented offline in an English classroom for upper elementary students during a teaching as a pre-service teacher. The teaching

was conducted across three classes. Each class consisted of approximately 20 to 25 students from the upper level grouping of grades 4, 5, and 6 with English lessons scheduled twice a week. All of those students have English proficiency at an intermediate to advanced level. The teaching practice focused on the topic *Writing a Summary* and followed the lesson plan and learning materials provided by the school. During the lessons, the teacher presented the material, explained the content, and guided the students while they completed the writing activities provided in the lesson plan. Throughout the learning process, students showed varied responses, particularly during the explanation and discussion stages of the lesson. Some students were enthusiastic and actively participated by responding to questions and providing examples related to the material, such as identifying differences between main ideas, details, and extra information in daily life contexts. For the most part, male students tended to show higher energy and engagement during these explanation and discussion activities which sometimes let them complete the tasks faster than most female students, although this pattern did not apply to every student. However, despite students' active participation during the lessons, some challenges were identified. Several students experienced difficulty applying their understanding of main ideas, details and extra information into their summary writing. As a result, some summaries were still too long and lacked focus on the main points of the text. This situation highlights the need for direct guidance and interaction from teachers during the writing process.

The purpose of this best practice is to examine how scaffolding strategies grounded in Vygotsky's Zone of Proximal Development (ZPD) support grade 5 students in their effective summary writing in a Montessori classroom setting. In line with this purpose, Vygotsky's sociocultural theory highlights that learning occurs most effectively when students are supported in tasks that they cannot yet perform independently but can achieve with guidance. This concept is known as the Zone of Proximal Development (ZPD) which emphasizes the importance of the teacher's role in providing support during the learning process. One form of support that is commonly associated with ZPD is scaffolding, which refers to the temporary assistance provided by teachers to help students gradually accomplish tasks more independently. In language learning contexts, several studies have shown that scaffolding plays a crucial role in helping young learners develop their understanding and skill. Scaffolding can take many forms, including modeling, guided practice, the use of visual aids, interactive dialogue, and providing feedback (Muhammad et al., 2025). In addition, scaffolding is a teaching strategy designed to build students' confidence, identify their prior knowledge, and foster independent learning (Fajrin et al., 2024). Furthermore, in writing instruction, scaffolding helps students develop their literacy skills by providing temporary support throughout the learning process. Through this support, students are encouraged to build their ideas, creativity, and motivation gradually (Wijayatiningsih et al., 2022). However, previous studies tend to focus on the use of scaffolding in general language learning contexts or specific skills such as speaking and reading (Dwigustini et al., 2022; Muzammil & Saifullah, 2021;

Sarmiento-Campos et al., 2022; Suryani et al., 2023) with limited attention to how teacher support within students' ZPD can assist in developing summary writing ability among upper elementary students. Therefore, this best practice positions itself as an effort to explore how instructional scaffolding, grounded in students' Zone of Proximal Development (ZPD), can support the development of grade 5 students' summary writing. Accordingly, this study seeks to answer the following research questions: *How does the implementation of Instructional Scaffolding support students' summary writing ability in a Teaching English to Young Learners (TEYL) context?*

CHAPTER II

CONSTRUCT

2.1. Teaching Writing to Young Learners

Young learners are typically defined as children between the ages of 6 to 12 who are still in the early stages of their cognitive and language development (Suaibatul, 2022). Teaching writing to young learners to this age group requires different approaches from teaching older students because young learners are still developing their cognitive, linguistic, and social abilities. Young learners tend to learn more effectively when they are actively involved in meaningful and interactive learning activities. Supporting this view, Jasrial et al. (2025) found that drawing-based writing activities encouraged young learners to participate actively in the learning process by helping them represent and organize ideas more meaningfully before writing. In English language classrooms, teachers play an important role in guiding students throughout the learning process by providing clear instructions, examples, and continuous support. Nasution et al. (2025) highlight that effective teaching for young learners require teachers to create a supportive and enjoyable learning atmosphere so students do not feel pressured during the learning process.

In writing activities, young learners often face difficulties in organizing ideas, understanding text structure, and expressing their thoughts in written form. Nguyen et al. (2023) further revealed that young learners often struggle with limited linguistic resources, lack of

confidence, and difficulties in developing ideas during writing activities. These challenges are particularly evident in summary writing, as this task requires students not only to comprehend a text but also to identify essential information and reconstruct it concisely in their own words. Therefore, writing instruction for young learners should be conducted gradually and supported through guided learning activities. Teachers are encouraged to provide appropriate assistance, modeling, and feedback to help students develop their writing skills with greater confidence.

Related to this best practice, instructional scaffolding strategies were applied to support students in learning summary writing. The theoretical foundation of these strategies is discussed in the following section.

2.2. Vygotsky's Sociocultural Theory and Zone of Proximal Development (ZPD)

This best practice is based on Vygotsky's Sociocultural Theory, which views learning as a social process that develops through interaction with others. According to Vygotsky (1978), students build knowledge through communication and social interaction with more knowledgeable individuals, such as teachers or peers. From this perspective, learning does not occur independently, but is influenced by guidance and support provided during the learning process. One of the central concepts in Vygotsky's theory is the Zone of Proximal Development (ZPD), which refers to the gap between what learners can achieve independently and

what they can achieve with guidance from a more knowledgeable person, such as teacher or peer.

Within this zone, students are encouraged to develop their abilities by engaging in tasks that are slightly beyond their current level of competence (Retnawati, 2024). Previous studies have applied the concept of the Zone of Proximal Development (ZPD) in various learning contexts by providing instructional support that enables students to accomplish tasks beyond their independent abilities. In the context of developing English speaking skills, the Zone of Proximal Development (ZPD) is used as a framework to help students reach higher levels of proficiency through interaction with guidance from more competent individuals, such as teachers or more proficient peers (Sarmiento-Campos et al., 2022). In line with this, Widiana et al. (2021) highlighted that teachers applied the principles of ZPD by identifying students' levels of ability and providing gradual support based on students' learning needs. The study also highlighted that collaborative grouping and continuous teacher guidance helped students participate more actively and develop their learning more effectively throughout the learning process.

To support students within the Zone of Proximal Development, teachers need to provide appropriate assistance that enables learners to accomplish tasks beyond their current level of competence. Such support should be gradually adjusted and reduced as students become more capable of completing the task independently. One instructional approach

that reflects these principles is instructional scaffolding, which provides temporary guidance to facilitate students' learning and gradually promotes independent performance. Therefore, instructional scaffolding is discussed in the following section as one of the instructional applications of the Zone of Proximal Development.

2.3. Scaffolding as an Instructional Strategy in Language Learning

One of the instructional applications of Vygotsky's Zone of Proximal Development (ZPD) is instructional scaffolding. In this best practice, the term scaffolding refers to instructional scaffolding, which is implemented through instructional strategies provided by the pre-service teacher during classroom learning. According to Schunk (2012), instructional scaffolding refers to the temporary support provided by teachers to help learners accomplish tasks beyond their current capabilities. This support enables students to focus on aspects of the task they can understand while gradually developing the knowledge and skills needed to perform independently. As students become more competent, the support is progressively reduced until they are able to complete the task on their own. Although scaffolding is not formally proposed as part of Vygotsky's theory, Schunk (2012) explains that it closely reflects the principles of the Zone of Proximal Development because it emphasizes temporary guidance that promotes independent learning.

Instructional scaffolding has been widely implemented in language learning and is commonly discussed as scaffolding or scaffolding

strategies in classroom practice. Previous studies have implemented scaffolding in various language learning contexts. In speaking classrooms, scaffolding was implemented through various instructional activities, such as encouraging participation, modeling language use, providing explanations, repetition drills, checking understanding and offering feedback. These activities supported young learners' confidence, motivation, and active engagement during the English learning process (Dwigustini et al., 2022). In reading instruction, scaffolding strategies helped students identify main ideas and important details through guided support and structured activities. The study also highlighted that teacher guidance encouraged students to gradually develop their understanding and confidence in learning English (Muzammil & Saifullah, 2021). Supporting this view, Muhammad et al. (2025) revealed that scaffolding techniques supported students' reading comprehension through various stages of learning activities. The study highlighted that teachers provided support through activities such as modeling, contextualizing, schema building, explanation, and encouraging student participation, which helped students develop their understanding gradually and become more independent learners. Similarly, another study found that scaffolding in reading instruction could be implemented through pre-reading, while-reading, and post-reading activities. Through practices such as modeling, providing clues, connecting new information with students' prior knowledge, and encouraging discussion, teachers supported students in

understanding text becoming more actively engaged in reading process (Suryani et al., 2023). Meanwhile, in writing instruction, scaffolding strategies have been shown to support students' writing development by providing structured support throughout the writing process. A study on young EFL writers highlighted that scaffolding could be implemented through various forms of support, including procedural, motivational, conceptual, and metacognitive scaffolding. These supports helped students engage more deeply with writing tasks and gradually develop greater independence in constructing their ideas (Susilowaty et al., 2025). In line with this, another study highlighted that scaffolding strategies supported students' writing development through modeling, guided interaction, collaborative activities, and continuous teacher feedback during the writing process (Widiana et al., 2021). Similarly, Sihombing et al. (2026) found that scaffolding supported students' recount text writing through instructional activities such as modeling, guided practice, gradual release of responsibility, feedback, and peer review. The study reported that these strategies gradually reduced teacher support while encouraging students to become more independent in organizing and developing their written texts.

Although previous studies have shown the benefits of scaffolding in speaking, reading, and writing instruction, limited attention has been given to its implementation in summary writing activities, particularly in supporting students' ability to identify main ideas, relevant details, and extra information before producing a summary. Unlike general writing

tasks, summary writing requires students to process information from a text and make decisions about which ideas should be included or excluded. Therefore, drawing upon the scaffolding strategies identified in previous studies, this best practice adapted five strategies such as modeling, questioning, guided practice, continuous feedback, and gradual release of responsibility to support Grade 5 students' summary writing. The adaptation of these strategies is presented in the following section.

2.4. Adaptation of Instructional Scaffolding Strategies for Summary Writing

Based on the synthesis of previous studies, several scaffolding strategies were identified across speaking, reading, and writing instruction. Although different studies implemented various forms of scaffolding, modelling, questioning, guided practice, continuous feedback, and gradual release of responsibility appeared consistently across the studies and were considered the most relevant to address Grade 5 students' difficulties in summary writing. Therefore, these five strategies were selected and adapted into the context of summary writing instruction. The adaptation of these strategies is presented in Table 2.1.

Table 2. 1 Adaptation of Scaffolding Strategies for Grade 5 Summary Writing

Scaffolding Strategy	Evidence from Previous Studies	Adaptation in This Best Practice
Modeling	Modeling was commonly used in reading and writing instruction through teacher demonstrations to introduce new concepts (Fajrin et al., 2024; Muhammad et al., 2025; Suryani et al., 2023; Widiana et al., 2021)	The teacher demonstrated how to identify the main idea, details, and extra information using the example text in Set 1 before students completed the activities independently.
Questioning	Guiding questions were used to stimulate students' thinking and support comprehension during learning (Dwigustini et al., 2022; Fajrin et al., 2024)	The teacher used guiding questions and simple examples to help students distinguish between the main idea, details, and extra information before discussing the answers together.
Guided Practice	Students completed learning tasks with teacher guidance before working independently (Muhammad et al., 2025; Sihombing et al., 2026)	Students completed each worksheet set while the teacher monitored their progress, provided assistance when needed, and encouraged discussion throughout the activities.
Continuous Feedback	Teacher feedback supported students throughout the learning process and helped improve their performance (Dwigustini et al., 2022; Fajrin et al., 2024; Renaldi et al., 2025)	Feedback was provided continuously according to students' individual needs. Some students required only one explanation, whereas others received repeated guidance before revising their summaries.
Gradual Release of Responsibility	Teacher support was gradually reduced as students became more capable of completing tasks independently (Rahmi, 2020; Schunk, 2012; Sihombing et al., 2026).	Teacher support was gradually reduced across the learning activities, encouraging students to complete the final summary task with greater independence while providing additional support to students who still needed guidance.

Table 2.1 presents the adaptation of five scaffolding strategies synthesized from previous studies. Although these strategies were originally implemented in various language learning contexts, they were adjusted to address Grade 5 students' difficulties in identifying main ideas, supporting details, and extra information before writing a summary. The adaptation emphasized temporary instructional support that gradually encouraged students to perform summary writing tasks more independently. The implementation of each strategy is described in the following chapter.

CHAPTER III

IMPLEMENTATION

3.1. Pre-Teaching

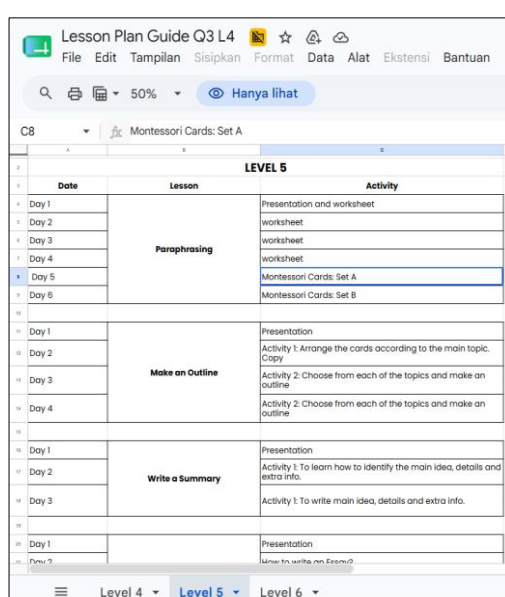
This best practice was implemented across three Grade 5 classes using the same lesson plan and teaching procedures. The learning process was conducted in three meetings and utilized lesson plans, learning materials, and learning media provided by the school. Before the implementation, consultations were conducted with the homeroom teacher at Brainy Bunch to gain a better understanding of students' characteristics, learning needs, classroom routines, and the objectives of the summary writing lessons. Prior to the implementation, one-week classroom observation was conducted in three upper elementary classes to familiarize the pre-service teacher with the classroom environment and students' learning activities. During the observation period, the pre-service teacher interacted with students and assisted in checking their work to gain a better understanding of their learning behaviors. The observation indicated that students demonstrated different levels of participation, confidence, and learning pace during classroom activities. While some students actively answered questions, shared opinions, and asked questions, others required more encouragement and support to participate in classroom discussions. Furthermore, while some students were able to complete the assignments independently, others frequently sought assistance or clarification from the teacher. As a result, these observations became an

important consideration in planning scaffolding strategies and determining the types of support that would be provided during the summary writing lessons.

Following the observation stage, the lesson plan used focuses on summary writing skills for upper elementary students. It covers an introduction to the concept of summary writing, such as the definition of summary, the difference between main ideas, details, and extra information. Additionally, the lesson plan also provides sets of activities designed to gradually support students in developing their summary writing ability. To support the learning process, presentation slides, printed material, and workbooks taken from the school's official lesson plan were used as learning media. Students completed the activities using individual workbooks provided by the school. The workbooks were stored on classroom shelves and were regularly used during lessons. Answer keys were also provided to assist in monitoring students' responses. However, the answer keys were not treated as the sole standard of correctness, because as long as the students' answers were in line with the objectives of writing summaries, they were still considered to have met the objectives. Through this preparation, the pre-service teacher was able to plan appropriate scaffolding strategies and anticipate the types of support that students might require during the learning process.

Although the lesson plan, learning materials, and learning media were provided by the school and could not be modified, the innovation in

this best practice lies in the way the lessons were delivered. As a pre-service teacher serving as a teaching assistant, the opportunity to design an independent lesson plan was limited. Therefore, the focus of the innovation was placed on the implementation of scaffolding strategies based on the principles of the Zone of Proximal Development (ZPD).



LEVEL 5		
Date	Lesson	Activity
Day 1	Paraphrasing	Presentation and worksheet
Day 2		worksheet
Day 3		worksheet
Day 4		worksheet
Day 5		Montessori Cards: Set A
Day 6		Montessori Cards: Set B
Day 1	Make an Outline	Presentation
Day 2		Activity 1: Arrange the cards according to the main topic. Copy
Day 3		Activity 2: Choose from each of the topics and make an outline
Day 4		Activity 2: Choose from each of the topics and make an outline
Day 1	Write a Summary	Presentation
Day 2		Activity 1: To learn how to identify the main idea, details and extra info.
Day 3		Activity 1: To write main idea, details and extra info.
Day 1		Presentation

Figure 3. 2 Lesson Plan for Summary Writing



Figure 3. 1 Shelves for students' workbooks

3.2. Whilst-Teaching

The whilst-teaching stage focused on the implementation of five scaffolding strategies adapted from synthesis of previous studies on instructional scaffolding. These strategies consisted of modeling, guided practice, questioning, continuous feedback, and gradual release of responsibility, as described in Chapter 2. The strategies were implemented throughout the summary writing to support students in identifying main

ideas, details, and extra information before writing summaries independently.

Before the scaffolding activities were introduced, the lesson began with a classroom routine intended to prepare students for learning. As part of this routine, students were asked to read the intention together before the learning activities began. This intention served as a reminder of the learning objectives and encouraged students to participate actively in the lesson. This activity was conducted to build students' mental readiness and focus before entering the core learning activities.

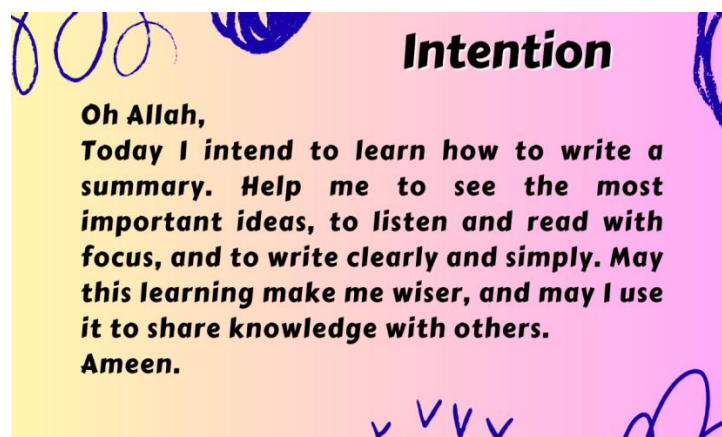


Figure 3. 3 Students' intention before learning summary writing

3.2.1. Modeling

The modeling stage was conducted during the first meeting and lasted approximately 7-10 minutes. At this stage, the pre-service teacher introduced the concept of summary writing using presentation slides and the example text provided in Set 1 of the material. First, the differences between main ideas, details, and

extra information were explained one by one before demonstrating how these elements could be used to construct a summary. To further support students' understanding, simple examples related to students' daily experiences were also provided. For example, a sentence such as *"I helped my mother cook dinner yesterday"* was used to demonstrate how a main idea could be identified. Additional details, such as *"We cooked fried rice and prepared the ingredients together,"* and extra information, such as *"The fried rice was delicious,"* were then added to the example. Through these examples, students were guided to identify the main idea, details, and extra information before practicing the same process independently. This modeling process provided students with a clear illustration of how to analyze information and organize it into a concise summary before proceeding to the practice activities.



Figure 3. 4 The pre-service teacher explained the Concept of summary writing

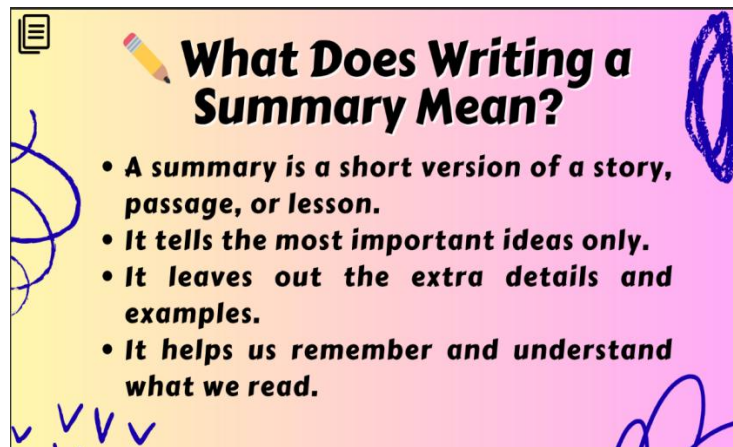


Figure 3. 5 Definition of Summary



Figure 3. 6 Set 1 as an example of summary text

In addition to observing the pre-service teacher's explanation, students were also required to take note of important concepts presented in the learning material. These notes covered the definition of a summary and the structure of summary writing, including the characteristics of main ideas, details, and extra information. To help students identify the information that needed to be recorded, the homeroom teacher had placed a “notes” icon on specific slides. This icon served as an indicator that the information

represented important concepts students were expected to record in their workbooks. The note-taking activity helped students recall the concepts that had been explained and reinforced their understanding before proceeding to the summary writing tasks.

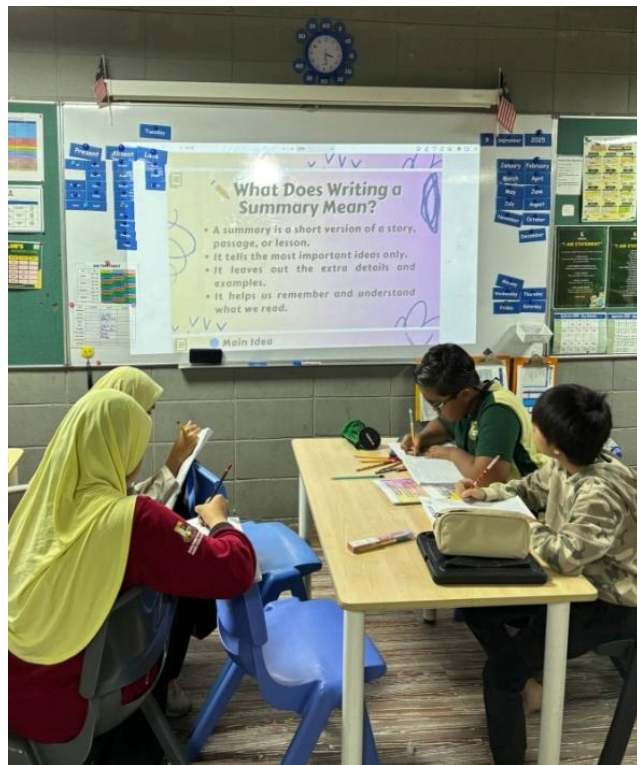


Figure 3. 7 Students take notes on important points

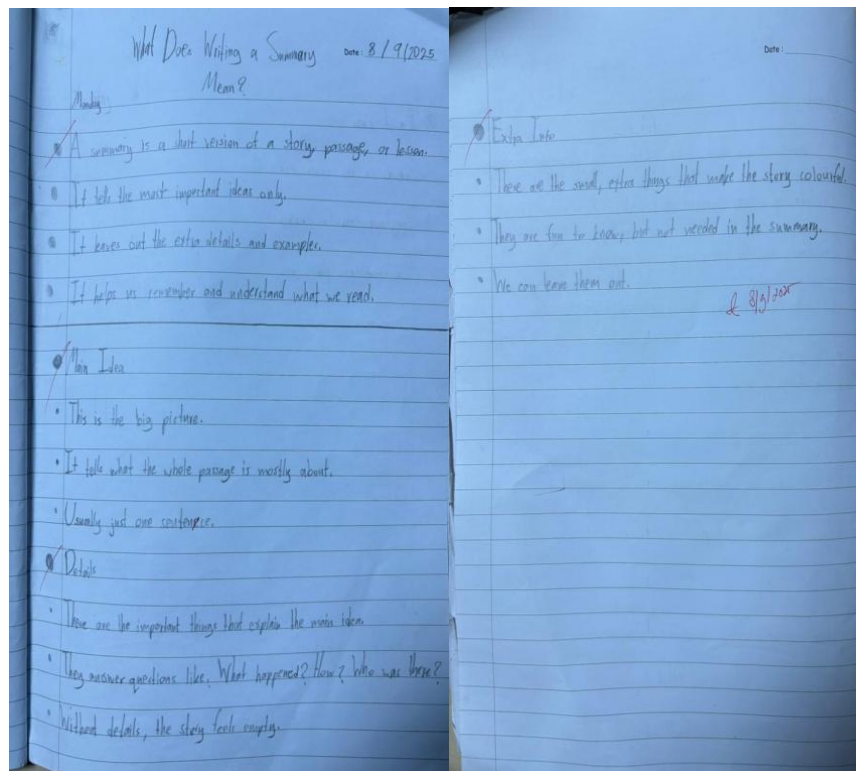


Figure 3. 8 Student notes about writing summary

3.2.2. Questioning

Questioning was primarily implemented during the first meeting to support the modeling process and encourage students to actively construct their understanding of main ideas, details, and extra information. During the classroom discussion, questioning was used to stimulate students' understanding of the concepts being discussed. Rather than only explaining the definitions of main ideas, details, and extra information, the pre-service teacher frequently invited students to create their own examples based on their daily experiences. For instance, after explaining the concept of a main idea, students were asked questions such as, "Can you

give me an example of a main idea?" Students were encouraged to share their responses. One student, for example, answered, *"Khalil went to the canteen. He bought iced tea and chicken."* Another student was then invited to identify the main idea from the example provided by their classmate. *"Which part is the main idea and which part is the detail?"* The student responded, *"Khalil went to the canteen is the main idea, and he bought iced tea and chicken is the detail."* After the student responded, the answer was confirmed and other students were invited to share different examples. During the activity, students showed great enthusiasm, particularly when they were asked to provide examples based on their own experiences. Most students actively responded to the questions and shared simple illustrations related to the concept being discussed. As mentioned in the background, male students tended to be more dominant in expressing their opinions and providing examples than female students. However, this difference in participation was not evident among all students, as several female students also actively contributed to the discussion and demonstrated a good understanding of the concepts being explained. Through questioning and discussion, students were encouraged to actively construct their understanding rather than simply receiving information passively.



Figure 3. 9 Questioning session with the students

3.2.3. Guided Practice

After receiving the explanation and demonstration provided during the modeling and questioning stages, students began applying the concepts through the summary writing activities in Sets 2, 3 and 4. Guided practice was implemented mainly during the second meeting, as students worked on identifying the main ideas, details, and extra information in each passage before writing their sample summaries. During this stage, support was provided whenever necessary to help students apply the concepts introduced during the modeling and questioning session. Rather than receiving direct answers, students were encouraged to think through the tasks independently through guiding prompts and additional explanations. For example, when students had difficulty identifying the main idea, they were encouraged to reread the

passage and focus on the overall topic of the text. Similarly, students often sought clarification while completing the activities. One student, for instance, asked, “*Aunty, is this sentence a detail or an extra information?*” Instead of immediately providing the answer, the student was guided with questions such as, “*What does this sentence tell us? Does it help explain the main idea?*” The student was then encouraged to reconsider the function of the sentence before making a decision.

Throughout the activities, students actively engaged with the passages by discussing their ideas, asking questions, and seeking clarification when needed. Through this guided practice, students gradually developed their ability to distinguish between main ideas, details, and extra information and apply these concepts when writing their sample summaries



Figure 3. 10 The sets of the tasks



Figure 3. 11 The pre-service teacher guided students during the process

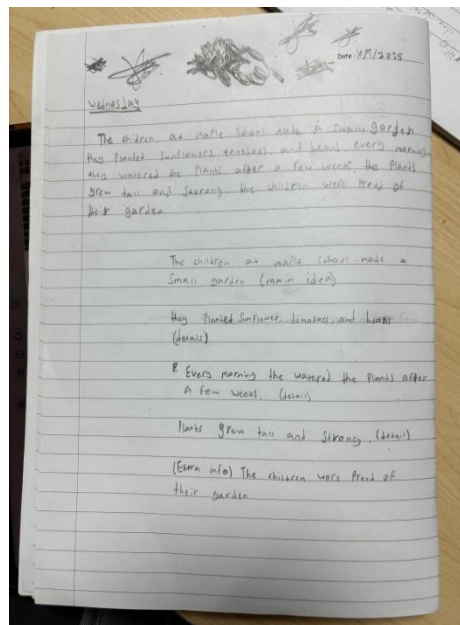


Figure 3. 12 Students work in identifying the structures summary writing before composing a summary

3.2.4. Continuous Feedback

Continuous feedback was provided primarily during the second meeting while students were completing the summary writing activities. During the summary writing process, continuous feedback was provided based on students' individual needs. This feedback was delivered through oral feedback during classroom interactions and individual consultations throughout the lesson. Oral feedback was selected because it allowed immediate responses to students' difficulties and enabled guidance to be adjusted according to students' individual needs. Rather than being provided only after students completed the activities, feedback was delivered at multiple points throughout the lesson. It was provided when students identified the main idea, selected details and extra information, and wrote their sample summaries. The purpose of this ongoing support was not merely to correct errors, but to promote metacognitive reflection and foster students' ability to revise their work independently.

As students progressed through the activities, different types of difficulties emerged. Some students were able to identify the main idea correctly but selected too many details from the passage, while others still had difficulty distinguishing between relevant and irrelevant information. In several cases, students attempted to copy sentences from the passage rather than

paraphrasing the information in their own words. When such situations occurred, immediate corrections were not provided. Instead, students were guided to revisit the example provided in Set 1 and reflect on the purpose of summary writing. For example, when a student asked, “*Aunty, is my summary correct?*”, the student was guided through questions such as, “*Does every sentence in your summary support the main idea, or is there any information that can be left out?*” Through this approach, students were encouraged to evaluate their own work, reflect on the appropriateness of the information included in their summaries, and make revisions independently before receiving further assistance.

The feedback provided also varied according to students’ levels of understanding. Some students were able to revise their work after receiving feedback once, while others required repeated guidance and additional explanations throughout the writing process. For instance, when a student included almost every sentence from the passage in the sample summary, the student was guided to identify which information was essential and which could be omitted. In another case, an interesting response was observed when some students created additional information that did not appear in the passage. This suggested that the students understood extra information as information that was not essential

to the summary. However, they interpreted the concept more broadly by generating their own information rather than identifying unnecessary information from the passage. Additional oral feedback was then provided to clarify that extra information refers to information found in the passage that is not necessary to include in the summary.

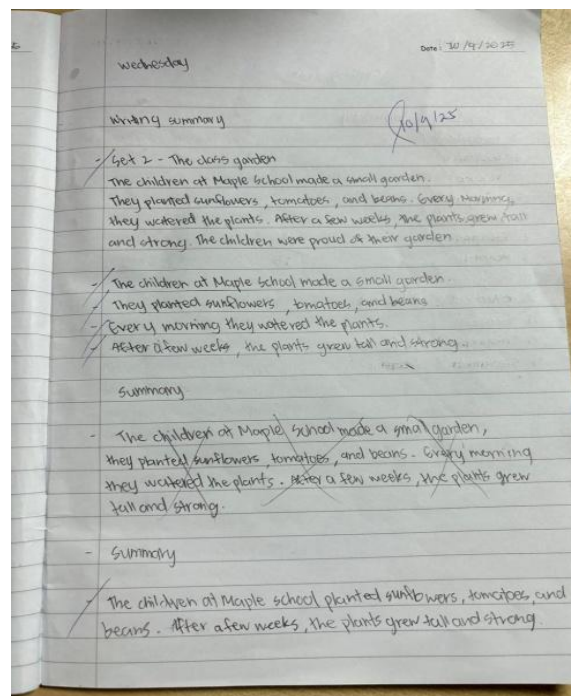


Figure 3. 13 Student's summary containing excessive information from the passage



Figure 3. 14 Teacher give the students feedback of their summary writing

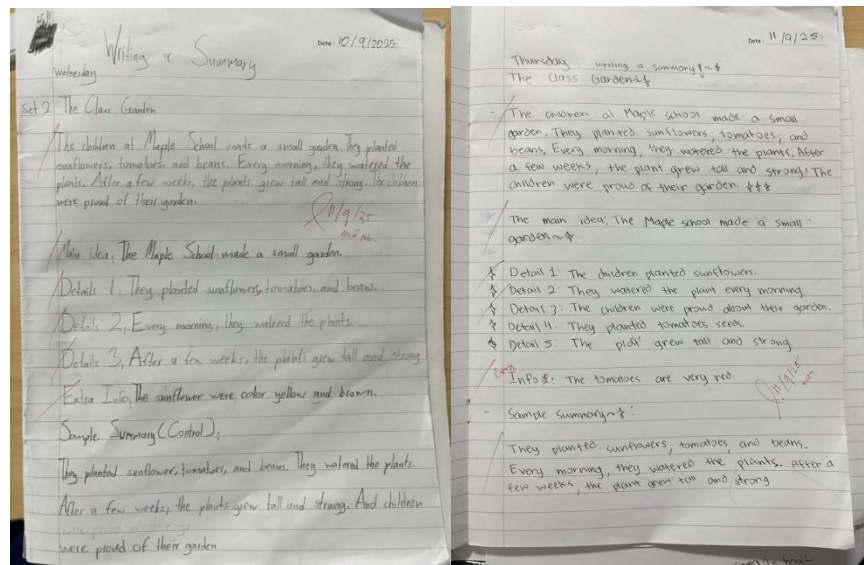


Figure 3. 15 Example of students' additional extra information

3.2.5. Gradual Release of Responsibility

The gradual release of responsibility became more evident during the third meeting, when students began completing the activities with less assistance and relied more on their own understanding of the concepts that had been introduced previously. Compared to the earlier stages, students required less prompting and assistance when identifying the main ideas, details, and extra information in the passages. During Sets 2 and 3, many students frequently sought clarification before making decisions. However, by Set 4, several students were able to identify important information and write their sample summaries with greater confidence and independence. This shift was evident in the reduced number of questions students directed to the teacher during the activities. Students no longer relied heavily on confirmation for every answer and began making decisions independently based on their understanding of the concepts that had been introduced previously. Some students were also able to refer back to the example provided in Set 1 without prompting and use it as a guide when writing their summaries. As a result, they were able to complete the tasks more independently and demonstrated an increased ability to identify and select relevant information from a passage.

Nevertheless, the level of independence varied among students. While several students appeared more confident and required minimal support, others continued to seek guidance and feedback, particularly when determining which information should be included in their summaries. This difference suggests that the students vary in their readiness to work independently, and that some may require a longer period of scaffolding before they are able to perform the task with confidence. In such cases, maintaining flexibility in the level of support provided remains essential to ensure that all students are given the opportunity to develop their understanding at their own pace.

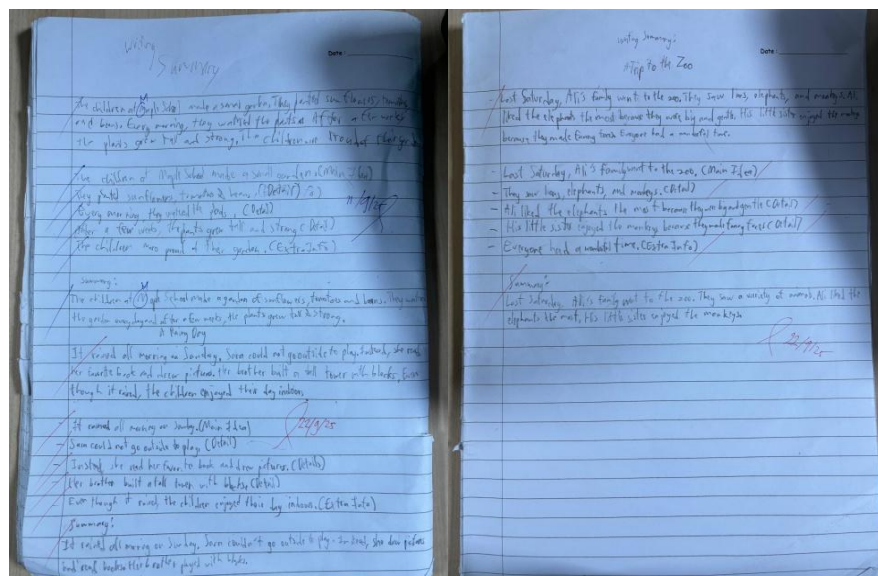


Figure 3.16 Example of a summary completed with minimal teacher assistance

3.3. Post-Teaching

After the implementation of the lesson, a reflection was conducted to evaluate both the learning process and the effectiveness of the scaffolding strategies used throughout the summary writing lessons. The reflection was conducted through informal discussions with students after the learning activities were completed. During the discussion, students were encouraged to share their experiences and difficulties throughout the summary writing process. Some students' expressed that the activities became easier after they understood the process of identifying main ideas, details, and extra information. For example, when asked about the tasks, several students responded that they became easier after practicing with the guidance provided during the previous activities. However, some students still showed uncertainty, particularly in understanding the role of extra information in summary writing. One student asked, "*Aunty, why was extra information not included in the sample summary?*" This response reflected that students developed their understanding at different paces, as some students were already able to identify the purpose of each element in summary writing, while others still required further support. Overall, these responses showed that the scaffolding process helped students gradually build their understanding throughout the summary writing activities.

From the students' perspective, gradual progress was observed throughout the three meetings. At the beginning of the lessons, many

students still required frequent guidance when distinguishing between main ideas, details, and extra information. Several students also relied on teacher confirmation before making decisions, particularly when selecting which information should be included in their summaries. As the activities continued, students became more familiar with the process and gradually demonstrated greater independence. By the final activities, several students were able to refer back to the examples provided, identify important information, and complete their sample summaries with less assistance. This progression showed that students gradually developed a better understanding of the summary writing process through the support provided throughout the lessons.

CHAPTER IV

REFLECTION

This best practice demonstrated that instructional scaffolding strategies, grounded in Vygotsky's Zone of Proximal Development (ZPD), supported students' summary writing by providing gradual and structured support throughout the learning process. Through modeling, students were introduced to how main ideas, details, and extra information could be identified and organized into a summary. Through guided practice and continuous feedback, students were supported in identifying relevant information and applying the concepts of summary writing according to their individual learning needs. Furthermore, the gradual release of responsibility allowed students to complete summary writing tasks with less teacher support. Overall, the instructional scaffolding strategies supported students in identifying relevant information, organizing ideas into concise summaries, and gradually developing greater independence throughout the summary writing process.

During the implementation, I also encountered several challenges as a pre-service teacher. In the first meeting, limited confidence was experienced when introducing the concept of summary writing because my understanding of the topic was still developing. Although the lesson had been prepared, delivering clear explanations and encouraging students to actively participate in the discussion remained challenging. This experience highlighted the importance of strong content knowledge as a foundation for providing meaningful explanations and support during the learning process. Through further preparation and repeated

teaching practice, I gradually became more confident in delivering the lessons. As familiarity with the concepts of summary writing increased, clearer explanations could be provided, students' questions could be responded to more effectively, and classroom interactions could be facilitated more comfortably. This process helped me recognize the importance of continuous preparation and reflection in developing teaching competence.

The feedback from the homeroom teacher also contributed to the reflection on the implementation. The feedback highlighted the importance of providing clear, simple, and step by step instructions, particularly for students who required additional support. This feedback indicated that effective scaffolding does not only involve providing assistance but also requires careful adjustment of instruction and support based on students' individual needs.

Despite the positive outcomes of this best practice, several limitations should also be acknowledged. The implementation was conducted within a limited period of three meetings, which may not fully represent students' long term development in summary writing. In addition, since I worked as a teaching assistant, the lesson plan and learning materials were provided by the school and could not be independently modified. Therefore, the innovation of this best practice focused on the implementation of instructional scaffolding strategies rather than the development of new instructional materials. Furthermore, students demonstrated different levels of readiness and understanding, meaning that some students still required additional support throughout the learning process. These limitations became valuable considerations for future teaching practices,

particularly in preparing more differentiated support and allocating sufficient time for students to gradually develop independence.

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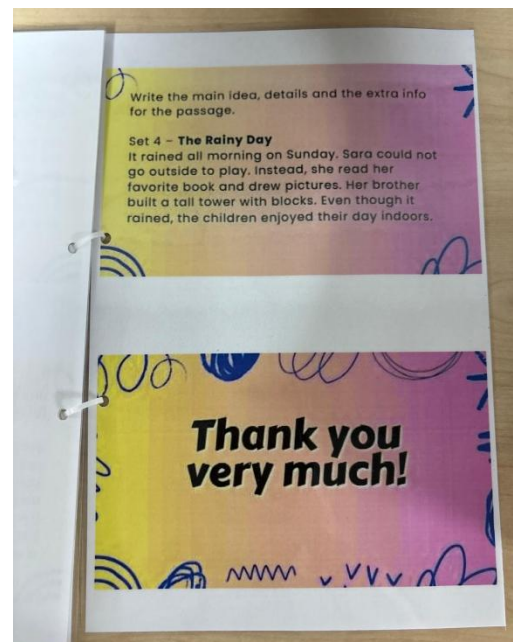
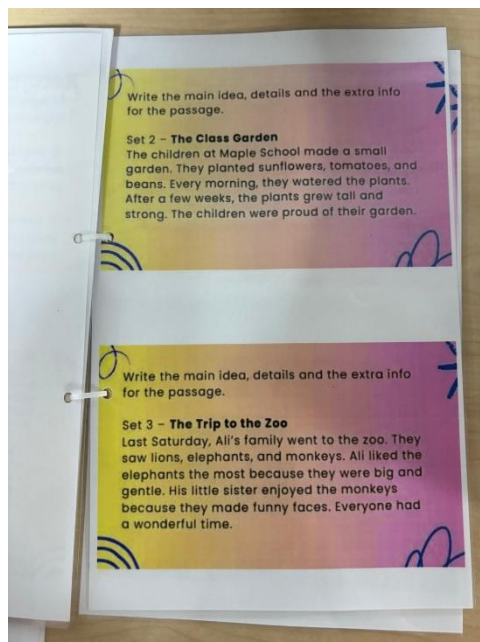
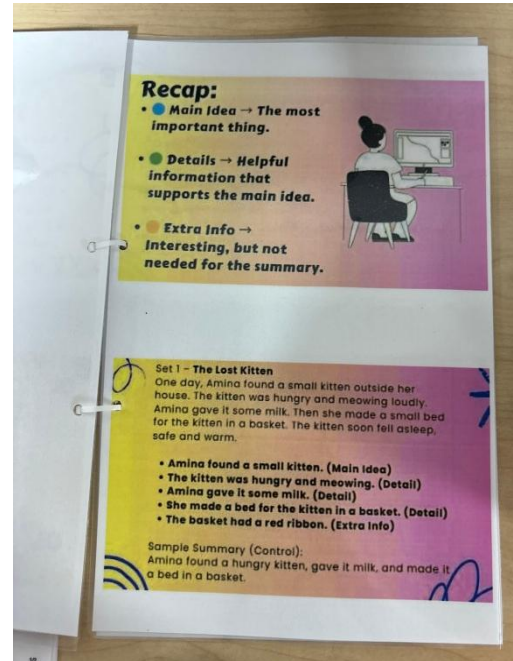
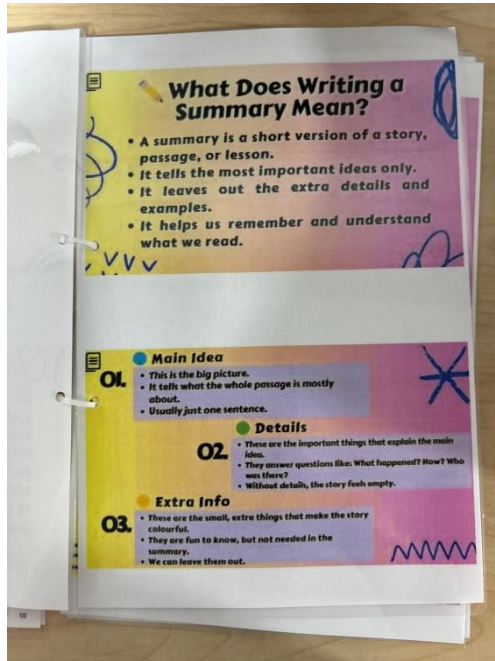
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APPENDICES

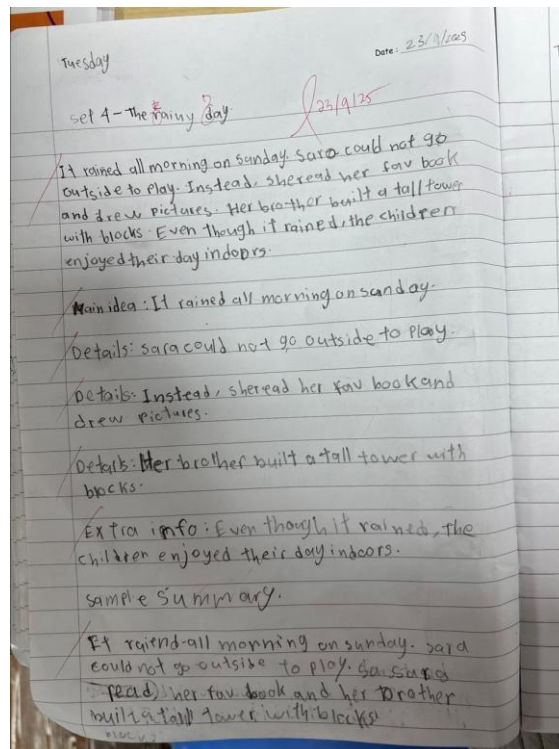
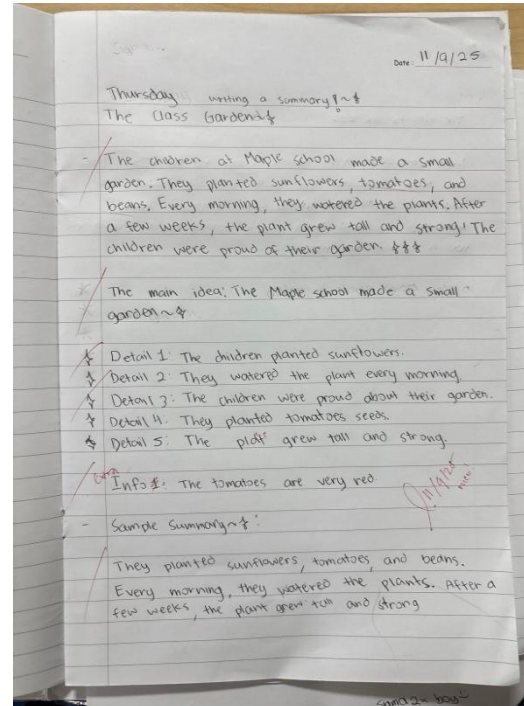
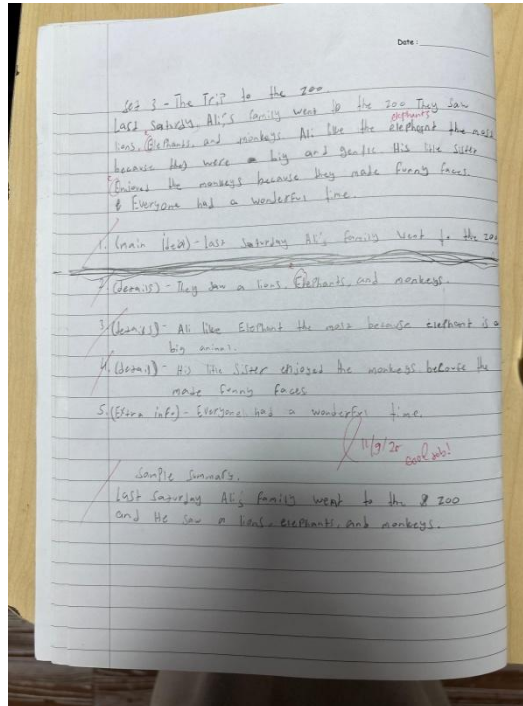
Appendix 1 Lesson Plan

Lesson Plan Guide Q3 L4			
File	Edit	Tampilan	Sisipkan
Format	Data	Alat	Ekstensi
Bantuan			
Hanya lihat			
C8 Montessori Cards: Set A			
	A	B	C
2	LEVEL 5		
3	Date	Lesson	Activity
4	Day 1	Paraphrasing	Presentation and worksheet
5	Day 2		worksheet
6	Day 3		worksheet
7	Day 4		worksheet
8	Day 5		Montessori Cards: Set A
9	Day 6		Montessori Cards: Set B
10			
11	Day 1	Make an Outline	Presentation
12	Day 2		Activity 1: Arrange the cards according to the main topic. Copy
13	Day 3		Activity 2: Choose from each of the topics and make an outline
14	Day 4		Activity 2: Choose from each of the topics and make an outline
15			
16	Day 1	Write a Summary	Presentation
17	Day 2		Activity 1: To learn how to identify the main idea, details and extra info.
18	Day 3		Activity 1: To write main idea, details and extra info.
19			
20	Day 1		Presentation
21	Day 2		How to write an Essay?
Level 4 Level 5 Level 6			

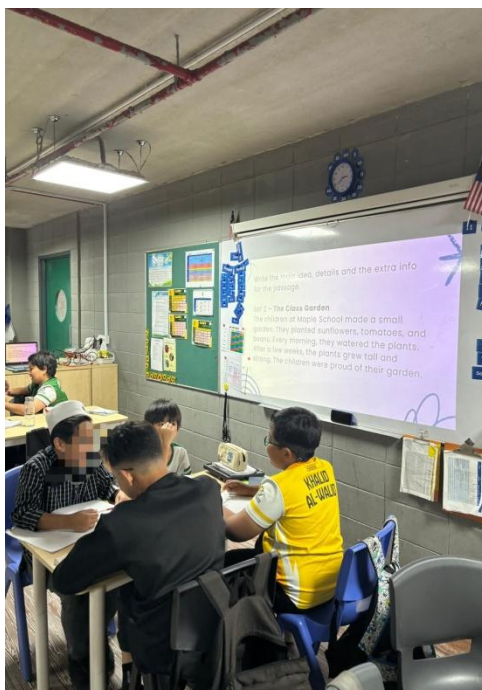
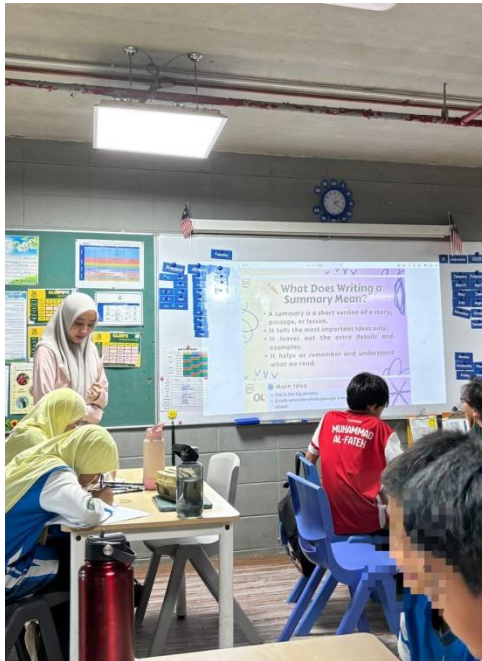
Appendix 2 Teaching Materials



Appendix 3 Students' Sample Summary Writing



Appendix 4 Documentation of the Teaching Process



Appendix 5 Teaching Evaluation Form

International Teaching Practice 2025

PART 1: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	Knowledge of Subject Matter The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.			✓	
2	Focus on Objective of the Lesson The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.			✓	
3	Knowledge of How Students Learn The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.		✓		
4	Assessment of the Lessons The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			✓	

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

Continue deepening subject knowledge through reading, research and lesson preparation.

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	Instructional Strategies The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.		✓		
2	Communicative The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.			✓	
3	Classroom Management The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organize time and resources into a learning environment that enable learners to learn in an equitable way.		✓		
4	Overcome Discipline Problems The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.		✓		

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Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

Reinforce instructions with cues to those who need extra support. Give clear, simple and step-by-step directions to avoid confusion.

PART 2: GENERAL PERFORMANCES

III. Personal Characteristics

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
The student teacher was able to					
1	Demonstrate resourcefulness.		✓		
2	Show initiative during exchange period.		✓		
3	Demonstrate thoughtfulness of judgment.		✓		
4	Work with enthusiasm and a positive outlook.		✓		
5	Demonstrate patience.		✓		
6	Demonstrate good manners, discipline, and respect.		✓		
7	Develop good relations with students, peers, teachers, and administrators.		✓		
8	Show professionalism in all areas.		✓		

Supervisor's/Mentor's signature: *Charlene Dela Cruz* Date: _____

Cooperating Teacher's signature: _____ Date: _____

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