

# TO WHAT EXTENT CAN PROVIDING SCAFFOLDING IN ZPD HELP IN DEVELOPING SLA OF ENGLISH LANGUAGE LEARNERS?

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## ABSTRACT

As learners face difficulties in acquiring Second Language Acquisition (SLA) where English is used as a foreign language, in this writing she will analyse the writer practice as a teacher in a secondary school in Indonesia through the lens of Vygotskian Socio-Cultural Theory – Zone of Proximal Development (ZPD). She illustrate how ongoing support through cooperative learning which promoted teamwork and dialogue among peers could help learners understand the concept of using procedure text. Although social interaction involvement has been controversial, the learning process, through which support or scaffolding is provided in learners' ZPD, can have a positive effect on language development.

**Key Words:** Scaffolding, ZPD, SLA, EFL, Cooperative Learning, Socio-cultural Theory

## ABSTRAK

*Sebagaimana para siswa menghadapi kesulitan dalam mencapai Second Language Acquisition (SLA) di mana Bahasa Inggris digunakan sebagai Bahasa asing, dalam tulisan ini saya akan menganalisa pengajaran pada sekolah menengah di Indonesia berdasarkan Vygotskian Socio-Cultural Theory – Zone of Proximal Development (ZPD). Dalam tulisan ini akan terjabarkan bagaimana dukungan terus-menerus (scaffolding) melalui cooperative learning yang menggunakan teamwork dan dialog antar siswa dapat membantu mereka mengerti konsep dari penggunaan procedure text. Meskipun penerapan interaksi sosial masih menjadi konstroversi dalam proses pembelajaran, namun scaffolding yang selalu dberikan pada ZPD siswa terbukti dapat memberikan dampak positif dalam perkembangan bahasa.*

**Kata Kunci:** Scaffolding, ZPD, SLA, EFL, Pembelajaran Kooperatif, Socio-cultural Theory

## INTRODUCTION

Based on experiences of teaching English language in Indonesia Teaches Movement of Tomara Senior High School, in South Halmahera of North Moluccas, she found that the learners faced some difficulties on how to achieve second language acquisition. In this case, second language acquisition referred to English as a foreign language. As Ellis (1997) stated in his book entitled *Second Language Acquisition*, 'second is not intended to contrast with foreign' (p. 3). It refers, however, to one of the multilingual countries whose languages are varied and whose people use different local languages in their areas; English is not used in daily life communication. Among these many languages, Bahasa Indonesia is the only one language that unites all people for communication (Mistar, 2005, p.71). Thus, for the learners where she taught, to know English was to know how to bridge their understanding from Bahasa Indonesia to English, so that English became an additional linguistic challenge for them.

In the writer's teaching context, the learners consisted of mixed gender learners with an almost equal number of male and female learners. Most of the learners were from Tomara and some of them came from other districts from around South Halmahera and North Moluccas. There were around 50 learners with ages from 16 to 18 years. Although a small proportion of learners were older than 18, 21 years was the

maximum age at the beginning of their study.

In the school, she taught English for first, second and third year learners. The school implemented a School-Based Curriculum in 2006, as arranged by the Ministry of Education. A School-Based Curriculum is based on the idea that 'the best place for designing the curriculum is where the learners and the teacher meet' (OECD, 1979, p. 11). Besides the curriculum, there was also a syllabus for English language teaching which included four skills of language learning such as listening, speaking, reading and writing. By the end of the third year, the learners had a national final examination of English as a subject, which consisted of 50 multiple choice questions which were divided into 15 questions for listening, 30 for reading and 5 for writing skills.

The writer role in the teaching process was designing the lesson plans with appropriate instructions for learners' needs, based on the curriculum and syllabus. Besides that, she also prepared teaching materials to teach English with appropriate scaffolding in learners' Zone of Proximal Development (ZPD). In this process, she applied some learning methods such as seminar, observation, group work and discussion, presentation and reflection. Relating to evaluation and assessment process, she designed mid-term and final-term tests for learners, evaluated and assessed the learners' achievement, and then wrote final

reports for learners and their parents.

Based on the writer observation in the writer teaching program, she found that despite learners' motivation to learn, they were still at a basic level of English knowledge. They were unlikely to be familiar with the use of sources for learning English such as dictionary, English movies, English songs, English written texts and internet sources. This lack of sources from both the home and school environment lead to a lack of knowledge which meant that scaffolding was necessary in order to reach relevant learning goals in Second Language Acquisition (SLA) (Wood & Wood, 2009, p.138).

Another problem which appeared in their learning process was that they lacked role models who used English in their daily life. In this case, English was only taught in formal education and there was no implementation outside the school, so they were not exposed to the English language. Moreover, at school, the learners were unlikely to have English language teachers who had a high level of English proficiency and educational qualification for teaching English.

By examining these problems, this essays aims to analyse the relationship between scaffolding in zone of proximal development and second language acquisition by using a theoretical perspective on Vygotsky's Developmental Theory. This theoretical perspective will show how learners who are in their ZPD can use scaffolding in order to understand and promote

second language acquisition. The use of scaffolding for English language learners may, it will be argued, help them to reach understandings of new knowledge for learning English. The scaffolding can be delivered by teacher or other learners who understand more about the use of English. This theoretical perspective will be used to examine the extent to which scaffolding and use of students' ZPD can promote second language acquisition of English learners in the writer context.

In order to address these issues, this essay will be elaborated through three parts in the following discussion; namely, the scaffolding interventions which can help learners promote second language acquisition, how learners can use scaffolding to promote second language acquisition and finally the implications for learners in terms of second language acquisition. Prior to this discussion it is necessary to explore the relevant theoretical background about providing scaffolding in zone of proximal development and promoting second language acquisition, which will be explored in the subsequent literature review.

## **LITERATURE REVIEW**

### **A. Providing Scaffolding in Zone of Proximal Development**

In general terms, scaffolding can be defined as 'the support provided to enable learners to perform tasks which are beyond their capacity' (Richards &

Schmidt, 2010, p. 507). According to this definition, in learning English, learners may experience some difficulties in producing sentences and using English properly. To address this, some interactions with the teacher or other learners whose English knowledge is greater will be helpful to solve their problem. In this essay, the definition of scaffolding which is applied refers to 'a learning strategy where the teacher and learners engage in a collaborative problem-solving activity as the teacher is providing demonstration supports, guidance and input and then gradually withdrawing these as the learners become increasingly independent' (Richards & Schmidt, 2010, p. 507).

This collaborative activity is, as stated by Gibbons (2002) in her book entitled *Scaffolding Language Scaffolding Learning*, the social teaching and learning process which immerses teacher and learners in mutual participation to achieve a collaborative learning process. Following these collaborative principles, second language learners achieve their learning goals not only as the result of their aptitude, background, or individual motivation, but also because of the social and linguistic frameworks where the learning process takes place, completed with the support that the teacher provides to help learners reach their educational success (p. 10).

Tudge (1990, p. 156) in his research explained that through the process of collaboration, learners come to learn teachers' meanings,

behaviours, and technologies within which learning unfolds in the direction of culturally appropriate practice. At this stage, students are expected to play active and varied roles in their language learning, while teachers also carry significant responsibility for the learning process. Therefore, learners are socialised within the possibilities afforded by the cultural norms of society since in the society, the process of learners' knowledge and attitude developments are shaped and they learn from people around them. However, Tudge (1990, p. 156) mentioned that there is a doubt where the circumstance of learning does not support the improvement of learners' knowledge which needs more advance practice. In this case, for English language learners whose English is as their foreign language, their society would present challenges in terms of improving their English language competence and the interaction of the learners in their zone of proximal development will not be supported by their society. Therefore, Tudge (1990 p. 156), in his research on peer interaction, argued that Vygotsky's theory may be more compatible if the learners' knowledge and also the circumstances around them are considered because the development or regression of their thinking depends on the nature of their interaction within the given context.

Relating to Tudge's argumentation, scaffolding can also provide an indication of the nature of help or guidance that promotes

development. Scaffolding in this way leads teachers to utilize some key tutoring functions including the nurturing of learners' interest in the task, establishing and maintaining an orientation of task-relevant goals, highlighting critical features of the task that the learners might overlook, demonstrating how to achieve goals and helping to control frustration. The next role is achieved by ensuring that the learners are not left to struggle alone with too much complexity or vice versa - the learners are given too little scope for involvement and initiative in task activity (Wood & Wood, 2009, p. 139). This explanation ensures, as Gibbons (2002) stated, that scaffolding is not simply about giving help as it assists learners to move toward new skills, concepts, or levels of understanding. It is also temporary assistance which allows a teacher to support learners in knowing how to do a task so that later the learners are able to complete a similar task by themselves (p. 10).

According to Macaro, Vanderplank, and Murphy (2010, p. 97), in second language acquisition, scaffolding is used to give assistance to learners' process of learning which is delivered by a teacher or more proficient or experienced peers. This is in line with Tudge's stance and is closely associated with Vygotsky's concept of Zone of Proximal Development as the distance between learners' actual developmental level to solve their problems independently and the level of potential development which can be

achieved by the learners with teacher's guidance. In this zone, the support which is provided by the teacher is gradually handed over to the learners and becomes a process of learning framework that guides the learners to develop their competence. In terms of how to achieve this, the support can be provided by implementing, as Gibbons (2002) highlights, a critical phase for success where the learners are engaged with authentic and cognitively challenging learning tasks, as the nature of support suggests - support that is responsive to the particular demands made on learners when operating through the second language medium (p. 11).

Based on the study by Tudge (1990, p. 155), the Vygotskian framework has almost exclusively focused on the interaction between teacher and learners and this framework has supported a view that it is highly beneficial to provide information for learners whenever they are in their zone of proximal development. This means that the 'development proceeds in the direction of current teacher's models of culturally appropriate practice'. However, Gibbons (2002) argues that scaffolding only works when the learners are in their zone of proximal development since this idea is not only about learners' readiness for learning, but also about the teacher who is largely responsible for guiding the learners from stage to stage of learning process. In this case, the teacher is challenged to expect that the learners successfully

complete the task by giving them adequate scaffolding and not by simplifying the tasks or create a reductionist curriculum (p. 10). Therefore, Tudge (1990, p. 156) stated that the failure to see the connection between the zone and the theory as a whole leads to the difficulty of differentiating Vygotsky's concept from the general instructional technique that systematically helps learners through a number of steps and models from teacher in the process of learning some set of knowledge and skills.

To strengthen the idea, Wood & Wood (2009, p. 140) stated that Vygotsky's ZPD refers to the gap between what learners can achieve by themselves, their 'potential development as determined by independent problem solving', and what they can achieve 'through problem solving under teacher guidance or in collaboration with more capable peers'. The Vygotsky's ZPD definition adds a further task, which is to identify the nature of the guidance and collaboration that promotes development and thus requires the specification of what the materials of learning are during the course. Based on Vygotsky's concept, the actual developmental level of every learner in any domain is different and the actual developmental level can be assessed by giving each learner an individual test and an immediate potential for development within the domain. This is the key difference for Vygotsky: the interaction occurs within a context (Tudge, 1990, p. 156). This concept

might, however, become a challenge for teachers who provide scaffolding in a big group of learning environment and therefore may sometimes focus on assessing groups rather the individual.

Related to the zone of proximal development, there are two levels which are defined by Vygotsky, they are: 1) 'the distance between the actual developmental level as determined by independent problem solving'; and 2) 'the level of potential development as determined through problem solving under teacher's guidance or in collaboration with more capable peers' (Vygotsky, 1978, p. 86). Relating to these levels, Tudge (1990) stated that another view of Vygotsky's developmental process is a process in which learners have socialisation into a dominant culture. Vygotsky used the term 'psychological tools' as developmental revolution from 'natural' processes to higher mental processes (p. 157). He added that the collaboration between learners and teacher or learners and peers in the zone of proximal development can create development in culturally appropriate ways, thus it is essential to examine the social environment in which development occurs and analyse the types of instruction provided in order to determine the nature and path of development.

Considering the interaction between peers and teacher, Tudge (1990, p. 159) explained that there is a hesitation as to whether the learners who solve a problem with their peers

would agree with their more advance peers' views as how they easily accept their teacher's information within their zone of proximal development. In the Vygotskian model of development, 'one would expect the nonconservator to come to an initial understanding of conservation when collaborating with a more competent peer and then to show evidence of conservation in later independent performance.' In this interpretation, the partial conservation is in a nonconservator' zone of proximal development and the conservation is in the zone of proximal development of a partial conservator. Thus, partial conservator should develop more than nonconservator and the nonconservator should gain more too. Therefore, peer learning also represents beneficial scaffolding for learners as the way to promote second language acquisition.

There are several types of scaffolding used in the teaching and learning process based on Richards & Schmidt (2010, p. 507); 1) Vertical Scaffolding: Through this scaffolding, the teacher extends learners' understanding by asking further questions; 2) Sequential Scaffolding: This scaffolding is built by having some related games to improve learners' comprehension in fun way of learning; 3) Instructional Scaffolding: By giving an important aspect of formal instruction, the learners learn through a gradual internalization of routines and procedures which suit the social and cultural context where the learning occurs. The teacher and more skilled

learners assist the learners to do a new task of learning English by giving models and examples of the learning task.

By understanding the types of scaffolding, it is now the turn to find the ways to implement scaffolding in the learning process. Gibbons (2002) suggested some ways for teachers to scaffold language learning where English language learners become a full member of the school community. The first one is classroom talk which creates context for language learning. This way consists of the role of talk in learning which focuses on clarifying meanings. The second way is group work and second language learning which are very effective for the learners to increase the input of language variety, increase the output as they interact more, and use the language for appropriate contexts and purposes. To make the group work more effective, Gibbons (2002) explained some principles for group work which aim towards the language development of the learners, they are; having clear and explicit instructions, getting talk which is necessary for the task, making the outcome clear for group work, having tasks which are cognitively appropriate to the learners, doing a task which is integrated within a broader curriculum topic, getting involved in the tasks, having enough time to complete the task and knowing how to work in groups. There are also some suggestions for group and pair activities for learners which may include the following: using

picture sequencing, hot seat, questionnaire, problem solving activities, and paired problem solving activities.

To complete the way of scaffolding English learning, Wood & Wood (2009, p. 140) described that the effective scaffolding involves two ingredients, they are:

1. When learners get into difficulty, the teacher immediately offers more specific instruction of help. This is the first concern circumstance in which the teacher negotiates the task-specific meaning of the language is used and the learners are drawn into the teacher's conceptualisation of the situation.
2. 'Fading' providing the learners with the minimal help needed to ensure success is the second ingredient of effective instruction. In this step, verbal hints are delivered by the teacher to replace showing by telling, and then ensuring that the learners get into no more difficulty to complete the task alone.

This pattern of instruction consists of giving more help when the learners get into difficulty and offering less help when they reach proficiency, which is known as 'contingent' teaching.

## **B. Promoting Second Language Acquisition**

As a foundation, it is important to know the story of how Second Language Acquisition (SLA) develops

the interest of English Language Learning. Block (2003) in his book titled *The Social Turn in Second Language Acquisition* stated that SLA theory emerged in the 1940s and 1950s when there was a sudden increase in foreign language teaching and learning interest in the United States, the development of strong theory of language as American structuralist linguists, and the development of behaviourism which believes that all human behaviour is the product of conditioning. In the 1960's and 1970's, he added that Sharwood Smith described the basic developmental phases in SLA is that they are interlanguage and creative construction (p. 17). While in the 1980s and onwards, Block (2003, p. 26) stated that input-interaction-output (IIO) model is the big theory that researchers relate to SLA in the past ten years.

SLA is learning a language naturally when the language is spoken in a country where the learners live or learning a language in a classroom through instructions. This term also means as the way the learners learn a language other than their mother tongue in the classroom or outside the classroom (Ellis, 1997, p.3). To make this term clearer, Macaro (2010, p. 4) stated that there is no difference between second language acquisition and second language learning because SLA is the term given to the methodological study of second or third language learning. Nevertheless, Stephen Krashen differentiated between acquisition and learning and sought to



prove the differences between them. According to Krashen, language learning occurs through the formal study of rules, patterns and conventions, a study which enables one to talk about and consciously apply the knowledge gained, meanwhile language acquisition is developed exclusively through 'comprehensible input' – language competence which is acquired by exposure to language that is both understandable and meaningful for the learners by implementing Krashen's terminology,  $i + 1$ , where the knowledge of new language competence goes a step beyond learners' current level of competence (Krashen, 1982, pp. 9-124; Krashen & Terrell, 1983, pp. 7-62).

However, in this essay, she will not discuss the differences between acquisition and learning, meanwhile she will let the idea of acquisition and learning come along as the achievements of learners using scaffolding in their learning process. As Ellis (1997) explained, the focus of SLA is in some formal features of language, such as; 1) pronunciation of second or foreign language on how learners' accents change over time; 2) how the learners build up their vocabulary and how they use the words; 3) the grammar that learners learn and use in their English language learning by focusing in some specific grammatical structures and explore how the learners develop their ability to produce the structure over time (p. 4).

According to Ellis (1997), the goals of SLA are the description and the

explanation of Second Language Acquisition where the external and internal factors that show how learners acquire a foreign language are identified. The external factors are the place where the language learning takes place, when the social condition influences the opportunities that learners have to hear and speak the language, and the attitudes that they develop when they are learning the language. When the learners learn a target language in the place where they can directly interact with native speakers, the learning process will become more effective rather than the learners learning a target language at a distance with native speakers. As language learning cannot occur without some input, other external factors represent the input that learners receive where the learners are exposed to the samples and models of the language use.

Besides the external factors, Ellis (1997) explained that the internal factors are also very important in SLA. The internal factor includes learners' cognitive mechanism which enables the learners to extract information about the foreign language to notice from the input (p.5). Another internal factor is that the learners have learned their mother tongue and their first or second language. Therefore, they bring much knowledge to the task of learning the foreign language and they can use their previous knowledge to learn the foreign language. The learners can also gain general knowledge about the world to

help them understand the foreign language input and possess communication strategy to help them use the foreign language knowledge effectively. It is a good way of acquiring SLA by giving learners knowledge of how the foreign language works in general to help them learn the language. The final set of internal factor is the explanation on the vary rate of learners' success in learning a foreign language since learners are different in their language aptitude which differs the level of difficulties amongst them. The goals of SLA are; 1) describe how SLA proceeds; 2) explain the process of SLA; 3) explain why some learners seem to be better than the others.

As explained above, the social factors have an effect on how successful the learners of English Language acquire their SLA in their learning context. Ellis (1997, p. 73) explained that there are a number of components of language aptitude by John Carroll, these are; 1) phonemic coding ability where the learners are able to identify the sounds of foreign language to remember some words and also able to memorise the sound-symbol relationship; 2) grammatical sensitivity where the learners are able to recognise the grammar functions of words in sentences, as a result the learners can differentiate the different words functions in sentences; 3) inductive language learning ability where the learners are able to identify the patterns of correspondence and relations between form and meaning of words; 4)

rote learning ability is the ability of the learners to form and remember associations between stimuli as in vocabulary learning. Having to know the language aptitude components of the learners will help teacher to arrange the group learning for learners. This way will lead to the important help from high level of language aptitude to the learners who need help in their zone of proximal development. In this way, providing scaffolding through setting up supportive and appropriate networks of learners' peers can work effectively.

Block (2003) stated that in general, SLA research focus tends to be in the three context, they are the foreign, the second and the naturalistic. In this essay, therefore, the research focus, as stated in the introduction, is about English as a foreign language. The foreign language context is the context of many schools' levels all around the world who learn English in classroom where the English language is not the typical language of communication in their community (Block, 2003, p. 48). This context is as what happens in the writer teaching context where English is used nowhere in the society, however the education curriculum implements English language as one or the main subject in the school. Therefore, the learning process relies on the competency of teacher and other learners who have higher knowledge of using English in the classroom, how the teacher prepares the learning materials and deliver the learning process, and how the learners absorb the language

learning in an effective way. It can also be stated that in many other countries, such as in Germany, English is used as a lingua franca where the language is as a mean of communication amongst different groups with different language origins. Lingua franca can be defined as 'an internationally used language of communication but has a simplified sentence structure and vocabulary and often mixture of two or more languages' (Richards & Schmidt, 2010, p. 340).

## DISCUSSION

In order to investigate the relationship between providing scaffolding in ZPD to promote second language acquisition of English learners in Tomara Senior High School context of South Halmahera, North Moluccas of Indonesia, she reflected on the writer experiences of teaching English in that school and also the application of the theoretical framework in the learning context. Unsurprisingly, the learners in the school seemed to be helped by the scaffolding that she provided and also the group work that helped them to learn from their peers. The learners most probably learned more English words and structures as they advanced in their studies by having more practice in the classroom context. By creating English language learning in a natural way, the learners were able to reach, in many cases, an appropriate degree of second language acquisition. However, the process of learning in a group faced

some challenges regarding the assessment of learners' language aptitude which basically needed deeper and personal evaluations which was important related to success in foreign language learning (Ellis, 1997, p. 74). Advancing in their English language learning, the learners reached a higher proficiency in using English as a foreign language for their final group presentation project. In every topic, the learners could develop their SLA step by step as the scaffolding was reduced to their own capability.

As expected, the learners who had higher language proficiency seemed to improve their SLA as well as the other learners who were helped. However, she kept giving instructional scaffolding for the learners to keep in the learning pattern in order to complete the tasks of group project presentation. On the other hand, as their level of difficulties were getting lower, she reduced the help to make the learners fully accomplished their task about describing process by themselves. So that learners could reach a more advanced stage, additional scaffolding was then implemented so that their zone of proximal development advanced further.

The result of the scaffolding that was provided in the classroom appeared to be in line with Richards & Schmidt's (2010, p. 507) explanation about types of scaffolding. In the classroom, the learners got Vertical Scaffolding where she as the teacher kept asking the learners about their understanding until

they constructively formed their concept. As the Sequential Scaffolding, she used some games inside and outside the classroom. In the classroom, the learners had some puzzles to be arranged as a paragraph for their reading activities. For the games outside the classroom, the learners found the authentic ingredients to tell about procedure or process of making or doing something. For the Instructional Scaffolding, she gave some formal instructions in the explanation of tasks that the learners needed to accomplish which supported towards successful completion of progressively more challenging tasks. This instruction was completed with the models and also the examples to explain the procedures that the learners needed to follow in order to fulfill their tasks.

As an interesting finding was the answer on how the learners used scaffolding to promote second language acquisition when she implemented some ways of scaffolding as Gibbons (2002) suggested. she did the classroom talk to explain about the topic of learning, delivered the objectives of learning and also introduced the context of learning. For the learners, they had group work and used English language as the way for them to discuss their tasks together, give their opinion, negotiate and give their arguments and also express their agreement, so that they could find their purposes of doing the group work in the real context. By having this group work, it proved that the learners could achieve their

understanding well by having good results for their group poster project. What they presented in front of the classroom met the objectives of learning stated in the curriculum and syllabus that they had to achieve.

As time went by, the learners developed their language competence through the group work activities which provided them with some pictures to help them construct their idea about the topic and context of learning to write about describing things around them. For their speaking activities, they had some randomly chosen topic to discuss in a pair, and for their individual task for speaking they had hot seat to present their best experiences of doing or creating something in their lives. To make the learners aware of preparing the next learning topic, she had some simple questionnaires for them which consisted of one question that each of them had to answer in the beginning of the class as what we called 'breakfast' before the class.

As an interesting finding was what Wood & Wood (2009, p. 140) describe as effective scaffolding ingredients seemed really helped the learners to learn well in the classroom context, especially when they were in their ZPD. When providing the scaffolding, sometimes the learners who were in their ZPD got confused about how to do the step, so that she kept giving further instructions and continuously grasped the learners' conceptualisation to what the tasks wanted them to do and what the

learning goals were. This step was also done by giving them chance to ask further questions about the instructions. she also gave some examples and showed them some movements and models of the tasks to help them understand more. In this step, the learners usually tried to follow the writer gestures and also paid deep attention to the models or examples that she showed to them. As they gained more understanding, she then adapted provision by giving fewer instructions and less support, but she kept giving them attention as they reached their proficiency.

When analysing the implications that the learners might get by having the scaffolding in ZPD to promote second language acquisition based on the writer observation, the learners in the writer context who learned English as a foreign language seemed to improve their English language competence by showing good results for their tasks achievements. They could achieve the focus of SLA in some formal features of language as Ellis (1997) stated in his book entitled *Second Language Acquisition*. Related to their pronunciation, the learners could improve their ability to pronounce some words in the correct way and with appropriate intonation. At first, they had difficulties in pronouncing some complex sounds, but day by day they were able to deliver their words with good pronunciation. As their ability to pronounce the words improved well, they also developed their vocabularies

through learning the word formations and having some new words to memorize in every lesson. The results also showed that they got better with their competence to use the words in a correct grammar, even though their sentence construction was still for basic and simple sentences. They used the grammar from the simple present tense to other tenses as they learned many different topics with their focus of learning for writing and speaking activities, as their productive skills. This way of learning also naturally improved their language aptitude as they seemed more able to identify sounds and remember new vocabulary, they could use their sentences in past, present of future tenses, they could relate the words they used with the meaning correctly, and they could form and absorb some new words from their interaction and then remember the words better.

## CONCLUSION

This essay has attempted to discover how providing scaffolding in zone of proximal development help learners promote their second language acquisition in Tomara Senior High School. By having this purpose, the effects of providing scaffolding in learners' zone of proximal development were already elaborated from a sample of the extensive literature on scaffolding in ZPD and second language acquisition, but in addition to confirming this, this essay analysed the effects of

the scaffolding in ZPD for learners in the writer teaching context, based on the writer experience.

In describing the result of learners' achievements which were supported by appropriate scaffolding in ZPD, she tried to reflect on how she implemented the scaffolding when I did the writer teaching program. The results were interesting in that the learners could accomplish their tasks well and with good mark. Moreover, the learners seemed to be familiar with the use of English day by day as to how they delivered their presentation clearly. This success in learning was also as a result of implementing group and pair work, where they could learn from their more competent peers. In this case, the learners in the writer teaching context seemed to enjoy their learning activities which were done within a group or peer work. With their groups and peers, they could freely express their idea without any fear of making mistakes. In this chance, she as the teacher put the writer attention to correct them whenever she found them making some significant errors in their English use. Therefore, the input, process and the output were more effective in the group learning activity. They could also use some dictionaries in their group learning to find new words when they were going to deliver their thoughts.

Taking into consideration the result of the essay, it can be concluded that providing scaffolding for learners in their ZPD is essential to support and guide learners in promoting their second

language acquisition. To provide the scaffolding, she did some learning methods such as seminar, observation, group work and discussion, presentation and reflection. By engaging in these methods, the learners can construct their concept of learning in their zone of proximal development with the help from teacher and other advanced learners. As the learners heighten their awareness on how to accomplish the tasks, the teacher can gradually decrease the help so that the learners can finish the task by themselves.

From all of the result in this essay based on the experience in the writer teaching context, the learners might feel more confident in learning English as a foreign langue and promote their SLA since they could build their concept of new knowledge by the guidance from the teacher and other capable learners. Moreover, the scaffolding really helps the learners when they reached the difficulties in their ZPD and they were open to helping as well as being helped. Some of them might directly ask their peers and some of them might ask teacher's helps to give more instruction and models. Therefore, the competency of teacher to scaffold the learners with appropriate instruction, concepts and models becomes the most important requirement for working together with the learners in order to reach the learning goals. Making learners aware of the learning process with scaffolding in their ZPD is also really important for teachers. The themes discussed in this essay may be of relevance to other

teachers who teach English as a foreign language and may trigger reflection on their teaching methods and also pay more attention to the real needs of the learners. However, more empirical

evidence on relevant approaches to implementing scaffolding in ZPD in different contexts and the results of this in different contexts would be beneficial.

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