

## ACKNOWLEDGEMENTS

In the name of God, the Most Gracious, the Most Merciful. After passing all the challenges faced to accomplish, the researcher has finally been able to complete the thesis titled “APPLYING SCAFFOLDING STRATEGIES FOR TWO KOREAN YOUNG LEARNERS IN WRITING ENGLISH SENTENCES: A CASE STUDY”

The researcher is fully thankful and would like to deliver his gratitude to the ones who support in finalizing this thesis to:

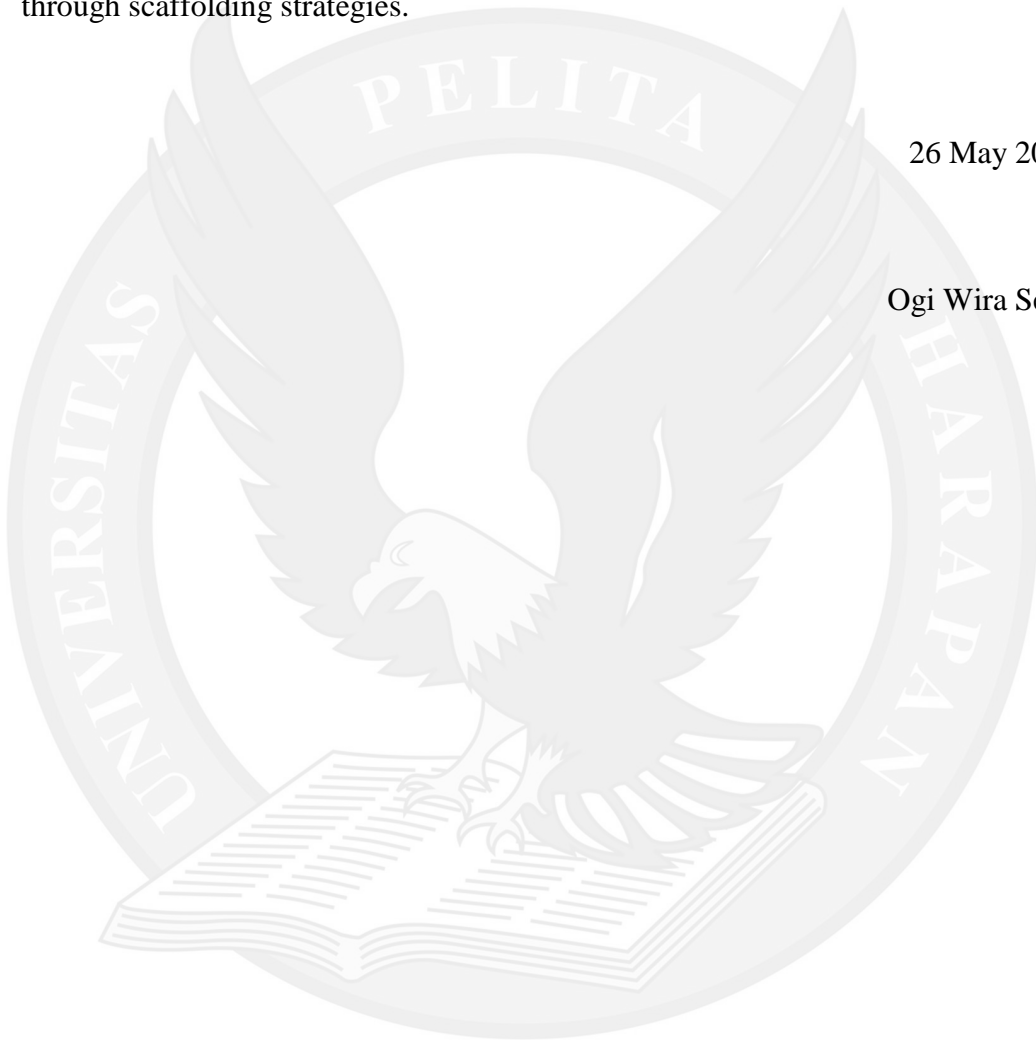
1. Connie Rasilim, S.S., B.Ed., M.Pd. as Dean
2. Dr. Niko Sudibjo, S.Psi., M.A. as Head of Study Program
3. Agus Santoso, S.Pd., M.A., Ed.D. as the thesis supervisor for his caring support and embracing guidance. He is honored to have Pak Agus as his supervisor.
4. All the lecturers of UPH who shared their best knowledge to the writer.
5. Mrs. Cho and Mrs. Lee who allow the researcher to do the research of their sons.
6. His beloved two Korean students who were very cooperative during the research conduction. Both of you make the researcher learn a lot.
7. His source of the strength, the mother, Dini Nurdiana for every of her praying he can sense.
8. Windy and Surya, the supporting systems during the researcher’s study.
9. All staffs in UPH who are always willing to help the researcher during his study.
10. Batch 36 mates, especially the TESOL squad.

11. All the parties who stand for me to support during the study.

The researcher understands that this thesis is not perfect and accepts positive feedback and suggestions for improvement. It is hoped that this study will contribute to benefit teachers and learners in acquiring the language acquisition through scaffolding strategies.

26 May 2018

Ogi Wira Setia



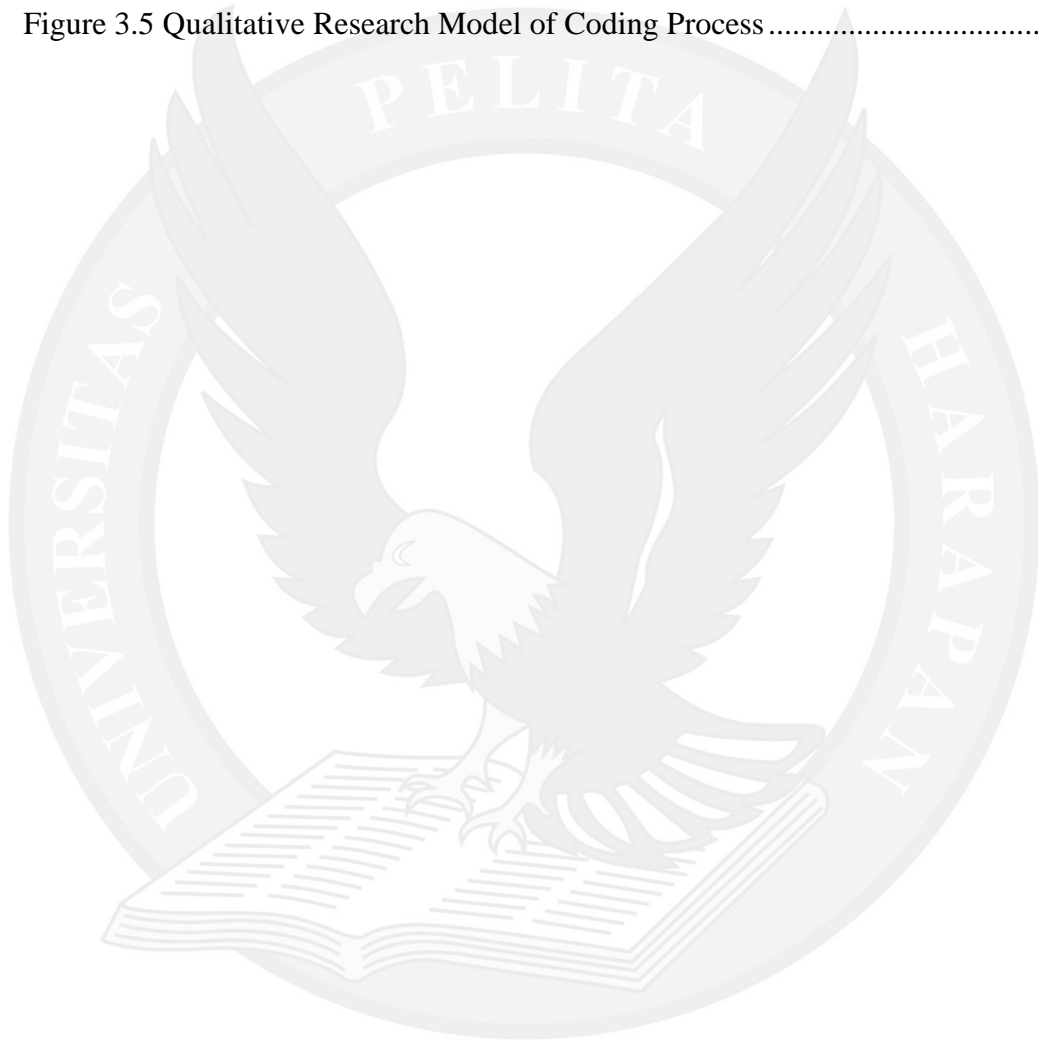
## TABLE OF CONTENTS

<b>COVER PAGE</b> .....	<b>i</b>
<b>ORIGINALITY STATEMENTS OF THE THESIS</b> .....	<b>ii</b>
<b>THESIS SUPERVISOR'S APPROVAL</b> .....	<b>iii</b>
<b>THESIS EXAMINATION COMMITTEE</b> .....	<b>iv</b>
<b>ABSTRAK</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of Problem .....	5
1.3 Research Questions .....	6
1.4 Objectives of the Study .....	7
1.5 Scope of the Study.....	8
1.6 Significance of the Study .....	8
1.7 Definitions of Terms .....	9
1.8 Overview of the Thesis .....	11
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>13</b>
2.1 Language Acquisition .....	13
2.2 Cognitive Language Development.....	14
2.3 Scaffolding Strategies.....	18
2.4 Zone of Proximal Development (ZPD) .....	21
2.5 Language Structure.....	21
2.6 Communicative Language Teaching .....	23
2.7 Error Analysis.....	25
2.8 Previous Studies .....	26

2.9 Conceptual Framework .....	28
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>30</b>
3.1 Research Design .....	30
3.2 Settings .....	31
3.3 Participants .....	31
3.4 Instruments .....	32
3.5 Observational Records for Data Collection .....	34
3.5.1 Interviews .....	35
3.6 Research Procedure .....	36
3.6.1 Timeline and Research Process of Participant 1 .....	40
3.6.2 Timeline and Research Process of Participant 2 .....	46
3.7 Data Analysis .....	50
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS .....</b>	<b>53</b>
4.1 Learning Process and Its Changes .....	53
4.1.1 P1 Learning Process and His Changes .....	57
4.1.2 P2 Learning Process and His Changes .....	70
4.2 Sentence Construction .....	82
4.3 Correcting Spelling Error .....	83
4.4 Enriching Vocabularies .....	83
4.5 Other's Point of View .....	84
<b>CHAPTER V CONCLUSION AND RECOMMENDATIONS .....</b>	<b>86</b>
5.1 Conclusion .....	86
5.2 Recommendations .....	90
5.3 Limitation of the Study .....	91
5.4 Implications .....	92
5.5 Further Research .....	92
5.6 Suggestions .....	93
<b>REFERENCES .....</b>	<b>94</b>

## LIST OF FIGURES

Figure 2.1 Conceptual Framework .....	29
Figure 3.1 Page of the book .....	34
Figure 3.2 Page of the book .....	35
Figure 3.3 P1 Handwriting .....	40
Figure 3.4 P2 Handwriting .....	47
Figure 3.5 Qualitative Research Model of Coding Process .....	57



## LIST OF TABLES

Table 3.1 Activity of Data Collection in Participant 1 .....	38
Table 3.2 Activity of Data Collection in Participant 2 .....	39
Table 4.1 Sentence Patterns Created.....	54
Table 4.2 Helping Words .....	56
Table 4.3 P1's Pretest and Posttest First Meeting result .....	60
Table 4.4 P1's Pretest and Posttest Second Meeting result .....	62
Table 4.5 P1's Pretest and Posttest Third Meeting result .....	64
Table 4.6 P1's Pretest and Posttest Fourth Meeting result .....	65
Table 4.7 P1's Pretest and Posttest Fifth Meeting result .....	67
Table 4.8 P1's Pretest and Posttest Sixth Meeting result .....	68
Table 4.9 P1's Pretest and Posttest Seventh to Ninth Meeting result .....	70
Table 4.10 P2's Pretest and Posttest First Meeting result .....	73
Table 4.11 P2's Pretest and Posttest Second Meeting result .....	74
Table 4.12 P2's Pretest and Posttest Third Meeting result .....	76
Table 4.13 P2's Pretest and Posttest Fourth Meeting result .....	77
Table 4.14 P2's Pretest and Posttest Fifth Meeting result .....	79
Table 4.15 P2's Pretest and Posttest Sixth Meeting result .....	80
Table 4.16 P2's Pretest and Posttest Seventh to Ninth Meeting result .....	81

## LIST OF APPENDICES

APPENDIX A Story book: A Cat in the Tree Page 1.....	A-1
APPENDIX B P1's Handwriting Result 1.....	B-1
APPENDIX C P2's Handwriting Result 1.....	C-1

