

**TEACHER SCAFFOLDING IN JOINT CONSTRUCTION STAGES OF TEACHING
WRITING AND STUDENT COGNITIVE ENGAGEMENT:
A CASE STUDY**

A THESIS

**Submitted in partial fulfillment of the requirements for the Master's Degree
in English Education**

Dhia Hasanah
1907001

Advisors:

1. Prof. Emi Emilia, M.Ed., Ph.D
2. Wawan Gunawan, M.Ed., Ph.D



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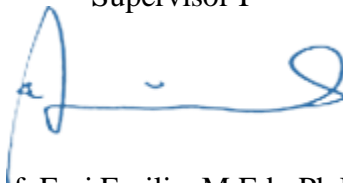
by

Dhia Hasanah

1907001

Approved by:

Supervisor I



Prof. Emi Emilia, M.Ed., Ph.D.

NIP. 196609161990012001

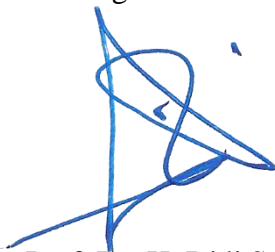
Supervisor II



Wawan Gunawan, M.Ed., Ph.D.

NIP. 197209162000031001

Head of English Education Study Program



Prof. Dr. H. Didi Suherdi, M. Ed.

NIP. 196211011987121001

STATEMENT OF AUTHORIZATION

I certify that the thesis entitled “**Teacher Scaffolding in Joint Construction Stages of Teaching Writing and Student Cognitive Engagement: A case study**” is the result of my original written work with the guidance of the academic supervisors. In this thesis, there are some works or opinions that had been written or published by others as a reference in the text with the name of the author mentioned and included in the references.

Bandung, July 2022

Author

Dhia Hasanah

Std. ID. 1907001

PREFACE

In the name of Allah SWT, the Most Gracious and the Most Merciful, so this thesis entitled “**Teacher Scaffolding in Joint Construction Stages of Teaching Writing and Student Cognitive Engagement: A case study**” has been accomplished as a requirement for obtaining a Master Degree in English Education Study Program of Indonesia University of Education.

This thesis mainly focuses on joint construction, which becomes one of the strategies to assist teacher in teaching writing. Due to the lack of knowledge, I admit that there are some weaknesses. Thus, constructive criticism and feedback are expected for the betterment of this paper.

Hopefully, this thesis will benefit readers, especially those interested in genre based pedagogy.

Bandung, July 2022

Dhia Hasanah

Std. ID. 1907001

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This thesis entitled “**Teacher Scaffolding in Joint Construction Stages of Teaching Writing and Student Cognitive Engagement: A case study**” can be accomplished because of the help of Allah SWT. His endless blessings and guidance help me to face all the trials in pursuing my degree. This work as a requirement for obtaining a Master’s Degree in English Education Study Program is presented to the English Education Department of the School of Postgraduates Studies of the Indonesia University of Education.

In this opportunity, the writer would like to express her heart felt gratefulness and respect to those who have helped improve this thesis. The writer’s sincere heart felt gratefulness and admiration would be presented to:

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Bandung, July 2022

Dhia Hasanah
Std. ID. 1907001

TEACHER SCAFFOLDING IN JOINT CONSTRUCTION STAGES OF TEACHING WRITING AND STUDENT COGNITIVE ENGAGEMENT: A CASE STUDY

Abstract

This study is part of bigger research on teachers' strategies in implementing Genre Based Pedagogy. This study aimed to investigate how scaffolding could be optimized by teachers in implementing Genre-Based Approach (GBA). More specifically, this study focused on Joint Construction as a stage of Genre Based Approach (GBA) teaching learning cycles in investigating how a teacher scaffolded learning and promoted students' cognitive engagement. This study involved one teacher in a school in one region in Indonesia. This study relied on the data obtained from classroom observation in a single case study. The data included the teacher and students' interactions performing the teacher's scaffolding processes in teaching writing in the Joint Construction stage, which were analyzed by applying a phasal model (Gregory, 1985, 1988; Dreyfus et al., 2011). Some interview data were collected to complement the observation data. The observation and interview data were coded and drawn into themes through the scheme movements according to the phases of scaffolding, such as, 1) linking to prior experience and pointing to new experiences, 2) recapping, 3) appropriation, 4) recasting, 5) cued elicitation, and 6) increasing the prospectiveness. The analysis found that the scaffolding activities can promote students' cognitive engagement. The findings show that the teacher scaffolding brought dominant positive impacts on student engagement reflected in collaboration, deep understanding, and background knowledge connection. The study recommends that further research could extend to other teaching practices in other disciplines in educational contexts.

Keywords: *Cognitive engagement, Genre Based Approach (GBA), Joint Construction, Teacher Scaffolding*

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