Scaffolding Technique in Response to the Improvement of Indonesian Language Functions Policies

Iga Shevy Margaretta[1], Zuliati Rohmah[2]

[1,2]Universitas Brawijaya

[1]iga_shevy@student.ub.ac.id, [2]zuliatirohmah@ub.ac.id

Abstract: This study aimed to find out the effect of the scaffolding technique proposed by Vygotsky (1987) which was carried out through peer tutor activities in the BIPA program at one of the universities in Malang. This research is a case study conducted on one foreign learner who participated in a private BIPA program. Qualitative methods are used to elaborate discussions based on the results of research findings. The main focuses of this study were the influence of peer tutoring activities and social interaction on the development of Indonesian language skills of the BIPA learner. The results of the study stated that the scaffolding technique carried out through peer tutoring was very helpful for learners in understanding the Indonesian language quickly. In addition, the activities that were carried out flexibly and more relaxed made the learner not feel the pressure of learning. The process of social interaction that the learner experienced with the environment also had a significant effect on the understanding of the Indonesian language and culture. An interesting thing was also found from the social interaction between the BIPA learner and the native Indonesian which was the changing lifestyle and thinking experienced by the learner.

Keywords: scaffolding, peer tutoring, social interaction, BIPA.

Abstrak: Penelitian ini bertujuan untuk melihat bagaimana efek dari teknik scaffolding yang dikemukakan oleh Vygotsky (1987) yang dilakukan melalui kegiatan tutor sebaya pada program BIPA di salah satu Universitas di Malang. Penelitian ini merupakan studi kasus yang dilakukan terhadap satu pembelajar asing yang mengikuti program BIPA privat. Metode kualitatif digunakan untuk menjabarkan pembahasan berdasarkan hasil temuan penelitian. Fokus utama dari penelitian ini adalah pengaruh kegiatan tutor sebaya serta interaksi sosial terhadap perkembangan kemampuan berbahasa Indonesia pembelajar BIPA. Hasil penelitian menyatakan bahwa teknik scaffolding yang dilakukan melalui tutor sebaya sangat membantu pembelajar dalam memahami bahasa Indonesia. Selain itu juga kegiatan yang dilakukan secara fleksibel dan lebih santai membuat pembelajar tidak mengalami tekanan dalam belajar. Proses interaksi sosial yang dialami pembelajar dengan lingkungannya juga memberikan efek yang yang signifikan terhadap pemahaman bahasa dan

budaya. Hal menarik juga ditemukan dari adanya interaksi sosial antara pembelajar BIPA dengan masyarakat asli Indonesia yakni adanya perubahan gaya hidup serta pemikiran yang dialami oleh pembelajar.
Kata Kunci: *scaffolding,* tutor sebaya, interaksi sosial, BIPA.

INTRODUCTION

The Indonesian government has set Indonesian as the official and national language that is spoken in all regions of Indonesia. Indonesian became the national language of the Republic of Indonesia because of the *Sumpah Pemuda* in 1928. In the Indonesian Constitution 1945, several articles also regulate the use of Bahasa Indonesia as the national and official language. In Chapter 1 Indonesian Constitution 1945 article number 1 section 2 concerning flags, languages, and emblems of the state, as well as the national anthem which reads "*Bahasa Negara Kesatuan Republik Indonesia yang selanjutnya disebut Bahasa Indonesia adalah bahasa resmi nasional yang digunakan di seluruh wilayah Negara Kesatuan Republik Indonesia*". In Chapter III Indonesian Law number 24 2009 article number 25 section 1 which reads "*Bahasa Indonesia yang dinyatakan sebagai bahasa resmi negara dalam Pasal 36 Undang-Undang Dasar Negara Kesatuan Republik Indonesia Tahun 1945 bersumber dari bahasa yang diikrarkan dalam Sumpah Pemuda tanggal 28 Oktober 1928 sebagai bahasa persatuan yang dikembangkan sesuai dengan dinamika peradaban bangsa*" also section 3 "*Bahasa Indonesia yang dinyatakan sebagai bahasa resmi negara dalam Pasal 36 Undang-Undang Dasar Negara Kesatuan Republik Indonesia Tahun 1945 bersumber dari bahasa yang diikrarkan dalam Sumpah Pemuda tanggal 28 Oktober 1928 sebagai bahasa persatuan yang dikembangkan sesuai dengan dinamika peradaban bangsa*".

Because of its significant role, Bahasa Indonesia, as the national language and also the official language of the Republic of Indonesia, the Indonesian government also enacted a law on improving the function of the Indonesian contained in Chapter 1 Indonesian Government Regulation number 57 2014 article number 1 section 1 "*Pengembangan Bahasa adalah upaya memodernkan bahasa melalui pemerkayaan kosakata, pemantapan dan pembakuan sistem bahasa, pengembangan laras bahasa, serta mengupayakan peningkatan fungsi Bahasa Indonesia sebagai bahasa internasional*", also section 2 "*Pembinaan Bahasa adalah upaya meningkatkan mutu penggunaan bahasa melalui pembelajaran bahasa di semua jenis dan jenjang pendidikan serta pemasyarakatan bahasa ke berbagai lapisan masyarakat*".

In response to the policy, the Indonesian government, especially the Ministry of Education and Culture formed a program called BIPA (*Bahasa Indonesia bagi Penutur Asing*). The BIPA program has existed since the 1990s. Then, in the 1999s a team was formed to handle BIPA. The implementation of BIPA teaching activities is based on the consideration that in the global era, the

position of the Indonesian language in relations with the international world is increasingly important and potential. Thus, it is great hope for the Indonesian language to become a bridge in various state relations (Robita, 2012). Suyitno (2017b) stated that in BIPA learning, the competency target that must be mastered by the learners is the mastery of academic and social communication in the context of Indonesian society. To achieve this level of mastery, BIPA learning needs to develop receptive and productive skills and also to develop learners' knowledge of the Indonesian language and culture comprehensively.

Since the BIPA program is proposed for foreign learners, Wirawan (2018) asserted that the thing to note in BIPA learning is cultural factors. BIPA learners are foreigners from various countries who have different cultural backgrounds from Indonesian people (Suyitno et al., 2017). This need becomes a concern for BIPA organizing institutions because the cultural differences between BIPA learners and Indonesian culture can be a problem in the form of misunderstanding of BIPA learners about cultural events or phenomena that they encounter in Indonesia because it is not under the understanding of the culture of their home country. The problem of cultural differences between BIPA learners and Indonesian culture can be overcome by integrating Indonesian culture into the learning process by providing native Indonesian tutors who will help the learners outside the classroom.

This kind of technique is considered a scaffolding teaching strategy. Vygotsky (1987) advocated scaffolding as a teaching strategy that can be adjusted to the learner's level. Scaffolding can be done by teachers, parents, skilled classmates, senior students, or anyone else who has acquired skill or knowledge. The skilled person's job is to give instruction and guidance to the learner. Scaffolding aids in the acquisition of complex skills or knowledge that would be difficult to learn or master on one's own. The interaction between the learner and the skilled person results in a conceptual shift (Din, 2017). This method will accelerate language and cultural learning by BIPA learners because they experience direct interaction with the Indonesian people. Therefore, scaffolding (peer tutoring) is suitable to be applied as a learning method.

Several previous studies on scaffolding techniques, especially peer tutoring, have been conducted. Among them is a study conducted by Kivi et al in 2021. This study was conducted to compare the effect of teaching conducted by teachers and peer tutors on 60 EFL learners who were then divided into three (3) groups. Learners were given a pretest to find out the abilities of each learner before joining the learning activities and were given a post-test to find out the progress experienced by the learner. The results showed that there was a significant difference between teacher-scaffolding and peer-scaffolding

in both vocabulary knowledge and reading comprehension performance and the peer-scaffolding group had a better performance than the teacher-scaffolding group (Kivi et al., 2021)

Another study on peer tutoring was also conducted by Ullah et al. in 2020. In the study, the researchers tried to analyze how peer tutoring can improve student performance in academic terms. This study was conducted on 10th-grade students who were also given pre-test and post-test. The results of this study revealed that the academic abilities of tutors and also tutees influence each other and tutees showed better academic performance after participating in peer tutoring activities (Ullah et al., 2020). In addition, Azir also conducted research on peer tutoring in 2019. The participants of the research were 156 EFL learners majoring in multimedia at one of the Polytechnics in Indonesia. This research focused on the speaking skills of the learners. In the same way, the performance of the tutees of the group under investigation was significantly better concerning academic ability, knowledge, and comprehension in the cognitive domain (Azir, 2019).

The previous studies that had been mentioned before only focused on the scaffolding technique in the learning process, but those studies are not identify the effect of sociocultural experienced by the learners. Based on the elaboration above and some previous studies that had been conducted, this article attempts scrutinize how the scaffolding technique applied through peer tutoring can support the policy about the improvement of the Indonesian language function through the BIPA program also how the sociocultural affects the process of the learning. By conducting this research, the researcher proposed to answer these two research questions which are:
1. How are the learner's language skills at the beginning and the end of the program?
2. How does the sociocultural affect the learner in the learning process?

THEORETICAL FRAMEWORK
Scaffolding Technique

Vygotsky (1987) advocated scaffolding as a teaching strategy that can be adjusted to the learner's level. Initially, the amount of support may be greater, and as the learner acquires a concept or learns a skill, the level of support may be reduced. Scaffolding can be done by teachers, parents, skilled classmates, senior students, or anyone else who has acquired skill or knowledge. That skilled individual can instruct the learner. Scaffolding aids in the acquisition of complex skills or knowledge that one cannot learn or master on their own. The interaction between the learner and the skilled person results in a conceptual shift (Din, 2017).

Vygotsky defined scaffolding as a growth tool to assist learners in achieving independence. To achieve the goal, learners take small and manageable steps. Collaboration with an experienced tutor or more knowledgeable peers aids students in making connections between concepts. As learners gain confidence in their zone of proximal development, they practice new tasks with the social support that surrounds them. According to Vygotsky, learning occurs through constructive, interpersonal interaction with others (Kurt, 2020).

Students must be given numerous ways to promote their point of learning for the teacher to design the next steps and meet each student's needs. Scaffolding, or the gradual release of responsibility, helps individuals to gain independence in active learning as they progress toward their goals. The teacher starts by establishing a strong presence and providing close guidance, which may include demos, aiding activities, or explicit teaching of ideas. As the student progresses through the zone of proximal development toward the goal, the teacher gradually relinquishes control as they reach their level of potential learning. As the student gains more knowledge and approaches their potential level of cognitive development, the tasks become increasingly difficult (Din, 2017; Poehner, 2018; Kurt, 2020).

Peer Tutoring

Learning cannot occur in the absence of a social context. Each learner's unique experiences and background play an important role in his or her learning. Students can also learn from one another. According to research, when students participate in educational processes in small groups of peers, their classroom learning improves significantly (Din, 2017). Tutoring has long been an essential part of learning. It allows learners to take individualized attention to improve their knowledge and understanding, esteem, and skills both inside and outside the classroom. This makes it easier to overcome academic challenges and become independent (Burakova, 2021). Peer tutoring stimulates students' interests and sharpens their cognitive abilities. Both tutor and tutee accept responsibility for their learning. It also improves the social competence of peers. Students' emotional skills improve as they learn how to manage relationships outside through the interaction with others and their communication and speech skills improve as well, so peer tutoring is a worthwhile activity (Burakova, 2021; Rivze, 2012; Poehner, 2018).

Peer tutoring can take many forms. It can be one-on-one, group, reciprocal, same-age/grade and cross-age, formal, or informal, but mutual sharing, conversation, and two-way communication are very evident in all forms. Learners share their knowledge with one another, and as a result, their knowledge grows (Din, 2017; Burakova, 2021). Peer tutoring can be both

informal and formal. In informal peer tutoring, peer groups master the concept on their own without the assistance of the institution, whereas in formal peer tutoring, students are formally paired by the institution. There could be numerous mechanisms for that. One possibility is establishing specific criteria for becoming a tutor, and students are asked to register with the placement officer/or student affairs in charge. Following a diagnostic assessment of students' learning, those students who are weak in learning and require additional assistance can be identified. Following that, each weak student will be paired with a peer tutor, who will most likely be a senior (Din, 2017).

Sociocultural Theory (SCT)

Sociocultural theories (SCT), developed by Lev Vygotsky in the 1920s and 1930s, describe human cognition as it develops through participation in social and cultural activities with other people, objects, and events. Sociocultural theories have been applied to a variety of fields, including second language acquisition. Second language acquisition (SLA) is how people learn a language other than their native language. Sociocultural theories in second language acquisition research provide a framework for systematically investigating human cognition without isolating it from its social context (Mustafa et al., 2017).

Sociocultural theories significantly differ from other perspectives on second language acquisition in that they believe that the social environment is the source of mental development rather than the context. Unlike other perspectives, which focus on an individual and what the individual does, SCT considers the complex interaction between the individual acting through mediation and the sociocultural context (Vygosky, 1978; Mustafa et al., 2017).

The theory promotes a positive view of the learner and offers mediational tools to help him or her reach his or her full potential. The active position of the learner, which is required to become a self-regulated learner, is given special attention. The main concepts of Vygotsky's SCT, ZPD, mediation, scaffolding, internalization, and private speech have been investigated and researched in the domain of SLA. According to Ellis (2000), the socio-cultural theory emphasizes how learners complete tasks and how interaction among learners can scaffold second language acquisition. The theory focused on social, cultural, and historical artifacts that play an important role in learner's cognitive development and potential performance. With his thoughtful psychology of cognitive development centered on the socio-cultural perspective, Vygotsky revolutionized pedagogy (Mustafa et al., 2017).

METHOD
Research Design

The current study is a case study where the participant is a foreign learner who joins a private BIPA program at one of the universities in Malang. Both quantitative and qualitative data analysis was conducted to answer the research questions. The quantitative method was used to present the data of the pre-tset and post-test scores concerning the language skills of the learner. In addition, the descriptive qualitative method was chosen to elaborate the pre-test and post-test scores and the effect of sociocultural experienced by the learner.

Instrument

There were some instruments used in this study which includes:

1. The test material designed by the Ministry of Education and Culture that can be accessed on https://ukbi.kemdikbud.go.id/. The test material consists of five sections:

- Section I: Oral discourse in the form of 4 dialogues and 4 monologues. Each dialogue and monologue consists of 5 questions.
- Section II: The written question is in the form of a sentence that the participant responds to by choosing a replacement option for the wrong part.
- Section III: Written discourses total 8 discourses. Each discourse consists of 5 questions.
- Section IV: Writing section consisting of two questions to present the topic in a lighter sentence accompanied by images/infographics. The time to do the first question for 15 minutes is as much as 100 words. The time to do the second question for 20 minutes is as much as 150 words.
- Section V: Speaking section in the form of a task to present the topic in a lighter sentence accompanied by an image/infographic. The time to do the first question is 10 minutes: 7 minutes of preparation and 3 minutes of recording. The time to do the second question is 15 minutes: 8 minutes of preparation and 7 minutes of recording.

2. The meeting journals that report the learner's progress and difficulties in each meeting.
3. The interview questions regarding the learner interaction with the environment, Indonesian culture, and how the sociocultural affect the learner.

Data collection

In collecting the data, the researchers did pre-test and post-test for the learner. The pre-test was held before the learner joined the program and the post-test was held after it. The tests are carried out based on the guidelines of the Indonesian Proficiency Test or UKBI (*Uji Kemahiran Bahasa Indonesia*). UKBI is a test tool to measure a person's proficiency in spoken or written Indonesian which consists of five sections.

Then peer tutoring with the learner was administered for twelve (12) meetings. Journals about the learners' progress and the difficulties, and how the student overcame the difficulties were written. Then, the researchers collected the pre-test and post-test scores of the learner from the instructorr. The last step done by the researcher was interviewing the student to get to know the cultural knowledge of the student and how the student's impression of related to the activity of peer tutoring.

Data analysis

To analyze the data obtained, the researcher firstly compared the pretest and post-test scores and then analyzed it according to the parameter of UKBI provided on https://ukbi.kemdikbud.go.id/. The ranking are divided into 7 including:

- Rank I or *Istimewa* (score: 725-800)
- Rank II or *Sangat Unggul* (score: 641-724)
- Rank III or *Unggul* (score: 578-640)
- Rank IV or *Madya* (score: 482-577)
- Rank V or *Semenjana* (score: 405-481)
- Rank VI or *Marginal* (score: 326-404)
- Rank VII or *Terbatas* (score: 251-325)

After analyzing the language skills of the learner using the parameter of UKBI, Then the analysis regarding the data from the interview and the meeting journals were continued using the scaffolding and sociocultural theory proposed by Vygotsky (1978) to get to know how the sociocultural affects the learning process.

FINDING AND DISCUSSION
Finding

Regarding two research questions that had been proposed by the researchers, the findings are organized into two parts. The first part is about the learner's language skill before and after joining the program and the second part is about the sociocultural effect experienced by the learner.

1. The learner's language skills

Regarding the first research question concerning the learner's language skills before and after joining the program, the researcher presents the data of the learner's pre and post-test scores in the form of a table. Table 1 shows the data of the learner's scores including some language skills: listening, grammar, reading, writing, and speaking skills.

Tabel 1. Pre-test and Post-test Score of the Learner

	Pre-test Score	Post-test Score
Listening	66	85
Grammar	24	85
Reading	62	90
Writing	32	80
Speaking	0	85
Score	**184**	**425**

As a result, the scores from the pre-test and post-test in reading, listening, writing, grammar, and speaking were compared. According to the UKBI predicate, which can be found at https://ukbi.kemdikbud.go.id/, the lowest rank is rank VII, also known as *terbatas* or limited (score: 251-325). This rank indicates that the test participants have very inadequate oral and written communication skills in Indonesian language. The participant can only communicate for sintas purposes with this proficiency (showing that the Indonesian language exists). At the same time, this predicate shows that the communication potential is still very likely to be improved. The highest rank, on the other hand, is rank I, also known as *istimewa* (score: 725-800). This criterion demonstrates that the test participants have perfect oral and written communication skills in Indonesian. With this level of proficiency, the individual has no difficulty communicating for personal, social, professional, or scientific reasons.

Column 2 displays the learner's pre-test score. The learner's pre-test score did not even reach the minimum ranking, which is *terbatas* or limited, as shown in the table. The learner received a score of 66 for listening, 24 for grammar, 62 for reading, 32 for writing, and 0 for speaking. The speaking score is 0 because the time limit has expired and the participant had not completed the speaking section. The total score obtained was 184. A score of 184 is insufficient to qualify for even the lowest rank.

Column 3 displays the post-test score; in the table, the reading score is 90, listening 85, writing 80, grammar 85, and speaking 85, for a total score of 425 or in *semenjana* level. Data from post-test scores show that learners experienced significant changes. The learner is considered capable and has the most basic Indonesian language proficiency in this ranking, where test participants have sufficient proficiency in communicating in Indonesian, both orally and in writing. The learner still finds it difficult to communicate for scientific, complex professional, and societal purposes.

2. The sociocultural effect experienced by the learner.

In the peer-tutoring process that had been carried out during twelve (12) meetings with the tutor outside the classroom, there were also journals that reported on the progress and difficulties faced by learners in each meeting. According to the peer tutoring meeting journal, the difficulties faced by students are also reduced in each meeting. Learner's questions that are initially in the phonetic of a word then continue at the level of the meaning of the word and become questions about sentences and also readings that are not understood by the learner. At the first meeting, the learner has trouble distinguishing and pronouncing two words that are almost the same, that is '*mengurus*' (take care) and '*menguras*' (drain) so the learner considers the two words to have the same meaning. At the second and third meetings, errors at the phonetic level are still found. The pronouncement of the word '*lengan*' becomes '*langan*', '*jempol*' becomes '*jompol*', '*pundak*' becomes '*pundek*', and the word '*mencubit*' becomes '*mencibut*'.

At the fourth meeting errors at the phonetic level are no longer found, and the learner is also increasingly adept at conveying ideas and questions. At this meeting, the learner begins to learn formal and informal vocabulary in Indonesian, which is expected to be able to apply the vocabulary in everyday life where the learner must distinguish the use of vocabulary for formal and informal situations. From the fifth to the seventh meeting, the learner is able to conclude that the *-in* affix in Indonesian is usually used for informal situations such as in the words *'nyalain'*, *'matiin'*, and *'dipisahin'*. In addition, the learner can also use the interjection *'kok'* according to the context. In these meetings, the learner has been actively speaking Indonesian although there are still many errors in sentence structure.

From the eighth to the twelfth meeting, questions about Indonesian culture have begun to be asked by learners such as the traditional death ceremony of each religion, how to speak to teachers, lecturers, and elders, as well as wedding ceremonies. Learners also actively ask questions about Indonesian specialties and tell stories about foods that learners have never encountered before. At these meetings, the learner also actively asks about

ways or steps to make or do something (procedure) and then applies it in everyday life. At recent meetings, the learner's Indonesian ability has increased but there are still many errors in combining affixes with basic words and their use in sentences considering that Indonesian has a variety of affixes.

These findings imply that comprehensive guidance and the integration of language skills and sub-skills improves the learner's vocabulary knowledge more than simple and definitional instruction, which only assists the learner with one aspect of a word's meaning. The sociocultural benefits to the learning process are as follows:

1) The learning process becomes active. In the process of learning from the very first there is the improvement of the activeness of the learner. The learner is actively asking about Indonesian language and culture. Moreover, the learner becomes more communicative by conveying the idea about the difference between Indonesian culture and the culture of the learner's home country.

2) Knowledge is co-constructed. Since the learner interacts a lot with the surrounding people and the tutor outside the class and is involved in the conversation, the learner is encouraged to ask questions to maintain the conversation unconsciously. Through the interaction with other people, the learner enhances not only the language skills but also the sociocultural understanding.

The effect of the sociocultural can be seen from the fourth until the last meetings where the learner becomes more active and always get involved in the learning process. In addition, since the fourth meeting, the questions and the dicussion topic of each meetings were not only about the meaning of the Indoesian words but also the people culture, the way Indonesian people talk and behave, and also other Indonesian culture.

Discussion

Previously the learner also got Indonesian language lessons in their home country but the results obtained were not so significant because the teaching and learning process was carried out using English, besides that the learner only learned inside the class without any other help outside the classroom, communication limitations were also felt by the learner so that the learner could not master the Indonesian language quickly. With peer tutoring in the BIPA program, learners feel helped and can speed up the learning process. This finding is in line with the study conducted by Azir (2019) which explains that the peer scaffolding application obtains the optimal Zone Proximal Development (ZPD). First, learners' speaking performance transitions from less communicative to more communicative. Kivi et al (2021) also state that it is more difficult for learners who have had limited exposure

to language and the opportunity to use learned words in authentic contexts. As a result, they have significant difficulties with language use.

This finding shows that there is a significant effect of peer tutoring that is applied as the response to the policy of the improvement of Indonesian language function. The finding of Ullah et al. (2020) also supports the current study. Ullah et al. (2020) She discovered that peer tutoring has a significant impact on both tutors and tutees' academic performance because it allows learners of exceptionalities to work on cognitive subjects in pairs in a democratic, cooperative, and positive atmosphere.

The second research question tries to find out the effect of sociocultural towards the learner's learning process. As used in the current study, from a sociocultural perspective, peer tutoring has been shown to be influential in applying a variety of scaffolding behaviors to help the learner learns language in order to achieve higher levels of independence (Kivi et al., 2021). Based on the results of the interview, it is found that people in the learner's environment use the Indonesian language to communicate with the learner even though the background of these people is Javanese. This happens because the surrounding people know and consider that the learner is not a local resident and not a native Indonesian. It is likely because of the limited knowledge and skills of English that they use Indonesian to communicate with the learner instead of Javanese.

In fact, the surrounding people do not use Indonesian properly and correctly, or by using a mixture with Javanese (because of their Javanese background). The researcher argues that it is also likely due to a lack of knowledge about Indonesian vocabulary which causes the learner as the interlocutor to not understand what is being talked about. With the skills that are very limited in the Indonesian language, the learner feels that the use of Indonesian that is proper by the surrounding people is actually confusing and does not help learners in learning the Indonesian language.

By living side by side directly with native Indonesians, learners very often interact with people around who use the Indonesian language to communicate, this is very good because it can speed up the learner's learning process. The Indonesian-speaking environment, direct interaction by the learner with the surrounding people, as well as learning assistance from the tutor outside of classroom learning hours, are very helpful for learners in understanding and mastering Indonesian. It is in line with Vygotsky (1962) who emphasizes the importance of social interactions in the development of the learner. He also claims that before becoming an internal, truly mental function, every higher mental function must go through an external social phase. As a result, the function is initially social, and the process of transforming it into an internal function is known as internalization.

In the interview, the learner said that learning activities that are flexible and more relaxed than studying with lecturers in the classroom make the learning atmosphere more pleasant and less tense so that the learner can study happily and comfortably. The delivery of material by the tutor which is mostly related to real life really helps the learner master the Indonesian language quickly. By getting to know the vocabulary of daily life, learners can develop their abilities through books or lecture materials that they are studying and can also adapt and communicate well with native Indonesians. Din (2017) supports this by stating the more students who participate in the conversation, the more opportunities for learning. According to Vygotsky, learning ranges from the level of learning acquired without the assistance of another person to the enhanced learning level acquired with the assistance of a teacher or skilled person.

During tutoring activities, the learner also becomes very active in asking questions when compared to learning activities in the classroom. This is because in the classroom the learner only receives material from the lecturer without doing practice so there are still many materials and vocabulary Indonesian that are not understood by the learner. Kivi et al (2021) stated that if lecturers provide too much material to students without allowing them to practice, they risk turning them into passive students and preventing their growth. In tutoring activities learners can freely ask material that is not understood in class and also questions that arise due to curiosity of the learner and the surrounding environment.

Based on the interview, it is also found that the sociocultural learning experienced by the learner during the learning process in fact not only helps improve the learner's language skills but also changes the learner's thinking and lifestyle. There is a confession from the learner that the learner now puts more value on people rather than productivity and individuality.

CONCLUSION

Instructional scaffolds provide initial support and are As the learner gains independence, the scaffolding is gradually removed. (Vygotsky, 1987). Furthermore, scaffolding instruction in the setting of educational learning and student research enhances the cognitive abilities of the learners. This current case study, conducted on a BIPA learner at one of Malang's universities, demonstrates that the scaffolding technique used through peer tutoring has a significant effect on the learner's language skills.

The test scores increase significantly between the pre-test and the post-test. At the beginning of the program, the score of the learner was not even sufficient to be categorized as the minimum rank or rank VII (*terbatas*), then after joining the program and joining peer tutoring for twelve meetings the

learner could achieve *semenjana* level. In this level, the participant is considered capable and has the most basic Indonesian language proficiency where the test participants have sufficient proficiency in communicating using Indonesian, both oral and written. It is still very constrained for the learner to communicate for scientific purposes, complex professional and societal purposes.

Social interaction also plays a significant role in helping the learner to improve the language skills. Since the learner lives in Indonesia and has direct interaction with native Indonesian often, the learner's ability in understanding the conversation increases. The difficulties that were found in the initial meetings were no longer found at the final meetings of peer tutoring. The questions about the meaning of Indonesian words change into Indonesian sentence structure, discourse, and even Indonesian culture.

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