



TEACHERS' SCAFFOLDING TALKS IN READING CLASSES

THESIS

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by

Agnes Widyaningrum

NIM 2201503001

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APPROVAL

This Thesis

Teachers' Scaffolding Talks in Reading Classes

By :

Agnes Widyaningrum

2201503001

has been approved by the supervisors in order to be presented
in front of the Board of Examiners

Supervisor I

Supervisor II

Helena IRA, Ph.D

Prof. Mursid Saleh, Ph.D

THESIS APPROVAL

This thesis has been examined and defended before the Board of Examiners of the Graduate Program of the Smearing State University on :

Day : Monday

Date : September 12th, 2005

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A. Maryanto, Ph.D
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NIP. 130 354 512

Third Examiner

Helena IRA, Ph.D
NIP. 130 812 911

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I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledge has been made in the text.

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Agnes Widyaningrum



Great works are performed, not by strength but by perseverance .



Dedicated to :

My husband : Billy

My children : Fanya and my upcoming baby

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Finally, I would also welcome any suggestions and criticism which would encourage me to do further study.

The writer



ABSTRACT

This study is a discourse study on the teachers' scaffolding talks in reading classes. The study was conducted in order to find out the kinds of teachers' scaffolding talks, the speech functions used in teachers' scaffolding talks and the linguistic features that characterize the teachers' scaffolding talks.

It is a qualitative study. The subjects of the study were the teachers of Reading IV in the Faculty of Language and Cultural Studies of Unisbank. The data for the study are the teachers' scaffolding talks in Reading IV classes for morning as well as evening programs. The data were analyzed qualitatively through several stages as follows: 1) data transcription, 2) data classification, 3) data analysis by finding the speech functions used and the linguistic features that characterize the teachers' scaffolding talks, and 4) data interpretation.

The teachers of Reading IV were recorded for two times each in order to obtain the data i.e. the teachers' scaffolding talks. The scaffolding talks were analyzed by classifying them into their main talks and scaffolding ones. As the temporary construction, the scaffolding talks were analyzed in terms of the speech functions used and also the linguistic features characterizing them. The model used in the scaffolding talks is offered by Gibbons (2002). The teachers of Reading IV also made some errors namely grammar errors and vocabulary one. The tense errors are appeared when the teachers used the copula be or the agreement in the scaffolding talks. The vocabulary errors are appeared when the teachers used the conjunction improperly in the scaffolding talks. The number of errors is just a few and do not give significant impact on the teachers' talks. The kinds of scaffolding talks made by the teachers of Reading IV are modeling since they used their talks as model for the students. The speech functions used in their scaffolding talks are the opening, initiating, pointing, responding and closing. These speech functions refer to the model offered by Gibbons (2002) by simplifying the IRF interaction model. Their scaffolding talks are teachers' monologues so the interaction was not analyzed in this study. The linguistic features characterizing the teachers' scaffolding talks are mostly the material process mentioned by Gerrot and Wignell (1995).

Based on the findings in the study, there are some suggestions that can be offered. They are as follows: 1) The teachers of Reading IV should be good models for their students so that the students can learn from them, 2) The teachers' scaffolding talks in Reading classes should be varied so that the students will not get bored during the teaching and learning processes, and 3) The teachers of Reading IV should be aware of the linguistic features which characterize the scaffolding talks.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The Faculty of Language and Cultural Studies of Unisbank has one department, which focuses on English. This department has an objective to produce high quality students who can speak and write English like near native proficiency. Along with the demand nowadays, that the prospective graduates are expected to meet the requirement mentioned above, Unisbank has been trying to prepare students to develop the four English skills according to what is required by the curriculum. One of the four English skills is Reading that I tried to elaborate further in this study.

As one of English skills reading lesson is taught from semester I to V in this faculty. The reading subject is divided into 5 in order to help the students comprehend the objective in the subject. The reading subject is taught from semester one to five for diploma as well as undergraduate level. In giving reading lessons, the teachers are motivated enough to be able to use English during the teaching and learning. The motivation to speak and use English for Reading teachers depends on the teachers' ability in speaking and using English. The teachers' ability in using English is necessary so that the students can learn from the teachers' talks. What the students can learn is not only the teachers' talks but also the materials discussed.

The teachers' talks in the classroom are varied and distinguished based on the ability of the teachers in speaking and using English. Sometimes the teachers themselves have difficulty in delivering the materials in English. The difficulty is that they do not

know how to make the students understand the materials if they always speak English. The students also face the difficulty if they want to ask questions and answer them. Even though they have tried to force the students to use English in the classroom, the students seem to be worried about making mistakes. The worries of being humiliated by the classmates make them prefer to switch for English to Indonesian.

In the classroom, the atmosphere is quite different compared to outside the classroom. The presence of the teachers in the classroom makes the situation become formal and when the teachers are not present, the students will have free feeling to do what they want. The absence of the teachers make the students comfortable to use English because they can use it freely without having guilty feeling. Actually, the teaching and learning processes involve teacher and students whether inside or outside the classroom. The teachers are needed as the mediator and facilitator in the teaching and learning processes. The teachers who can generate the students' motivation to be involved in the teaching and learning processes are the most preferable ones by students. The kind of teachers has the role as the motivators to the students.

Ellis and Mc Clintock (in Richards, 1995:97) said that a role is defined as the part taken by a participant in any act of communication. In some interactions, roles are relatively fixed such as teacher-students while in others, roles are temporarily open to negotiation. In teaching and learning processes, the teachers may have their own role towards the setting, subject, methods, and culture. Different teachers have different methods for different subjects under their own supervision. In my study, in teaching reading, the role of teachers is important because they have to decide which role they are

going to play so that the teachers can facilitate the learning processes to help the students learn.

The activities in almost every classroom consist of talking and listening. Teachers' talks are just one kind of the talking activities in the classroom. This may happen according to the style of the teachers in teaching. Barnes (in Corden, 2000:5) identified two styles of pedagogical act namely transmission and interpretation. These two pedagogical styles relate to the teachers' roles in terms of education. The transmission teachers put great emphasis on pupils' ability to produce information while the interpretation teachers are more concerned with interactive discourse and cognitive processes. The teachers' styles relate to the teachers' roles in giving lessons to the students.

Based on the curriculum applied at school, the teachers can carry out the teaching and learning processes. Due to the curricular demands of Unisbank, however, both teachers and students expected to be able to speak English with native like accent and not to speak English with Javanese or Indonesian accent. In our daily speech habits, we are always tempted to communicate using Indonesian or Javanese and very few of us use English. The situations are not conducive enough for learners to use English in their daily communication. It happens also in the teaching and learning processes in English classroom. The teachers' talks are not always carried out in English but sometimes they resort to Javanese. The teachers' talks determine the speech functions used in their talks. The teachers' talks also determine the roles of the teachers based on the speech functions used. This is in line with the roles that the teachers take which are realized in the choice of the speech function that they use (Eggins & Slase, 1997:73).

During the teaching and learning processes, there must be communication between teacher and students. This communication occurs through teachers' monologue or dialogue. When both of them have to converse sometimes they fail in keeping to discuss the same topic. It means that they tend to change the topic because they can not prolong the conversation as the native English speakers do. The interpersonal meaning contained in the talks are differed to the ones made by the native English speakers. In other words, it means that they fail in negotiating interpersonal meaning. This incapability in realizing the speech function in English to negotiate meaning becomes a big problem if both of them are not aware of this matter. The capability in negotiating meaning is realized in the interpersonal meaning contained in the talks.

The condition mentioned above has encouraged me to do the research on the teachers' scaffolding talks in reading classes. The teachers' talks seem to dominate the talks through the teaching and learning processes. It is possibly that the teachers, especially teachers of reading classes, want to encourage students to talk in the class, but the students are worried about making mistakes and probably they do not understand what the teachers' talks are. If this happens continuously, the students will not be able to negotiate meanings and the interpersonal meanings through the talks in the classroom are not going to be conveyed. Likely, the students just want to imitate their teachers as models in speaking English. If the teachers also have difficulties in becoming models then the students will not be exposed to a good example from them.

English teachers are expected to be good models for their students. In order to achieve it, most English teachers should learn and are trained how to teach their students well. One of the factors is that the teachers should acquire not only the teaching materials

but also the language used in transforming their language skills and knowledge. Competent teachers will be able to achieve it but for those who lack such skills and knowledge may face difficulties in doing it. Being models in this case means that the teachers can show children examples of work produced by experts (Corden: 2000:10). In other words, the teachers should be able to show examples to the students related to the topic discussed.

“Teachers’ talks can roughly be classified into two categories, namely main talks and scaffolding talks. Main talks are teachers’ talks related to the topic they present in the lesson and scaffolding talks are the ones they use to help build the main talk” (Agustien, 2002). Teachers’ talks happen from the beginning until the lesson is ended in teaching. During teaching and learning processes, there are various interactions between teachers and learners. In this case, the object under my study is Reading which is widely known as one of the four English language skills that learners should accomplish.

The Reading lesson is conducted following certain patterns such as pre-reading activity, reading activity and post reading activity. Teachers’ talks during the lesson are not only delivered in English but sometimes also either in Indonesian or Javanese. To a certain extent, this may happen because maybe some teachers are psychologically, linguistically, and culturally worried about making mistakes while they are talking or because the students do not understand what the teachers are talking about. The principal objectives of the lesson are to make students understand what meanings are conveyed in the passages in addition to making them able to answer their teachers’ questions.

In Indonesia, the status of English is the first foreign language. Sometimes the teachers themselves find it hard to talk in English during the lessons. However, since we

are culturally bound with Javanese cultures, we may find it hard to always communicate in English. Due to the curricular demands of UNISBANK, however, both teachers and students are expected to be able to speak like native speakers English and not to speak English with Javanese or Indonesian accent. In our daily speech habits, we are always tempted to communicate using Indonesian or Javanese and very few of us use English. The situations are not conducive enough for learners to use English in their daily communication.

In teaching and learning processes, English teachers have a prominent as well as determinant role. The roles of the teachers influence the students in the classroom. The students are expected to be involved in the teaching and learning process. The learning experience is very important for every student when he is learning English. As teachers, we should help them by exposing them a lot to the English language. The important issue is how a teacher scaffolds the lesson. “The answer is by helping the students build their English knowledge and their understanding of how English fits together. The teachers provide a richer learning environment than would occur if we were just being facilitators, and we help each of them reach beyond their present level” (Paul, 2003:140).

Teachers’ talks are very significant in any English classes. It seems that students are not aware of the demand that they should talk more than teachers do and their talks ought to occur in the right context. Without having many practices, both teachers and students will not be able to communicate like native speakers of English. When teachers talk, they want to get the teaching and learning a lesson done. “Teachers tend to use some types of talk a lot more frequently than others, e.g. for managing, checking answers and controlling, while other types of talk are neglected, e.g. asking for real information about

children, praising, getting children to talk” (Moon, 2000:60). It was mentioned above that students are expected to talk more compares to the teachers. The teachers have tendency to talk more during the teaching and learning processes, and this can be avoided if only the teachers know how to organize their talks and how to negotiate meaning through their talks. As a result the students will be encouraged to talk more in the classrooms.

In most kinds of classes teachers tend to dominate the talk so that students have very limited opportunities to speak. As a result, by restricting students’ contributive turns, teachers also delimit the range of discourse functions that they typically perform. “In this line, there is an interesting issue that teacher talk occurs in one-to-many interactions, where the learners may vary in their level of proficiency and where there is likely to be only limited feedback from a few students” (Ellis, 1985:146). When a teacher talks usually he/she tries to keep discussing the same topic, but when it comes to the teachers – students interaction, the topic that is being discussed can go anywhere as long as they keep talking. This can put the teachers’ reputation at risk especially when they have to scaffold the talks in giving lecture. It is because teachers’ talks are important and should be understandable for the students.

The scaffolding in which the teachers try to build in reading classes relates much with the interaction in the classroom especially from the students’ side. One part of scaffolding in my study is teachers’ scaffolding talks. Bruner believed that learning takes place most effectively through the provision of appropriate social interactional frameworks, which he called scaffolding (Corden: 2000:10). The social interaction happens when the students as learners are involved freely in the classroom’s activity with the help from the teachers by means of teachers’ scaffolding talks.

B. Problem Statements

The explanation about the problem in delivering teachers' talks in reading classes motivated me to conduct the study about the teachers' scaffolding talks. There are some duties that teachers have to do in giving a lesson among others are how to make the students understand the topic discussed and how to make them talking in the class through the teachers' scaffolding talks.

Based on the previous explanation I formulated the problem statements as the first step in conducting the research. The problems of this study are stated as follows:

- 1) What kinds of scaffolding talks do teachers use in their lessons?
- 2) What kinds of speech functions do teachers' perform in their scaffolding talks?
- 3) What linguistic features characterize the teachers' scaffolding talks?

C. Reasons for Choosing the Topic

The topic will be analyzed based on both subjective and objective reasons. The subjective reason is due to my status as one of the English teachers of UNISBANK Semarang, a university that offers different opportunities for full time students, or morning classes, and working students, or evening classes, to major in English. The teachers should have the ability to use and also to speak and write in English well. They are expected to use English in giving lessons to the students.

For the objective one, which is academic in nature, as one of the teachers, I am very much curious mostly and especially in their Reading classes. The English used by the teachers represent the kinds of talks that occurred in giving a reading lesson.

D. Objective of the Study

The main objective of this study is to identify and then classify the teachers' scaffolding talks by ways of describing:

- 1) the kinds of scaffolding talks the teachers use in their classes.
- 2) the kinds of speech functions the teachers use in teachers' scaffolding talks.
- 3) the linguistic features, which characterize the teachers' scaffolding talks.

E. Significance of the Study

It is necessary to investigate the topic based on the following assumed significances:

- 1) Theoretically, the study of teachers' scaffolding talks can enrich references in the area by providing more empirical evidence.
- 2) In practice, the study might encourage teachers of Reading classes to understand types of teachers' scaffolding talks in Reading classes.

F. Unit of Analysis :

In this study, the unit of analysis is on the speech functions used by the teachers.

G. Definition of Terms

1. Teachers' talks are the talks produced by Reading IV teachers which are related to the topic.
2. Teachers' main talks are teachers talks which are related to the idea mentioned in the topic.

3. Teachers' scaffolding talks are the teachers' talks which bridge the teachers' main talks and students' ones. The teachers' scaffolding talks are separated from the teachers' main talks by the discourse markers used in the teachers' talks such as okay, now, yes, etc. and by the idea carried in the scaffolding talks.

H. The Organization of the Thesis

This thesis is organized into five chapters as follows:

1. Chapter I consists of the background of the study, the problem statements, reasons for choosing the topic, the objectives of the study, the significance of the study, and the organization of the study.
2. Chapter II is about a review of related literature which comprises the teachers' talks, teachers' scaffolding talks, teachers' roles, speech functions in teachers' scaffolding talks, transitivity, mood, and teaching reading for ESL.
3. Chapter III consists of the methods of the study.
4. Chapter IV presents the presentation of the analysis and its interpretations.
5. Chapter V is the last chapter that presents the conclusions and pedagogical implications.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of a review of related literature. I will try to present a review of theoretical concept used as the basis of how the teachers scaffold the reading lesson and how they use the scaffolding talks in giving lesson. The negotiation happens through conversation in the classroom interaction between teachers and students. In negotiation, the interpersonal meaning is carried out through the talks. In the teachers' scaffolding talks the ideational meaning is more important than the interpersonal meanings as the talks produced by the Reading IV teachers are realized in the speech functions used in them and there is only little interaction in the pre-reading activity.

This chapter is organized by explaining some sub-topics namely: Teachers' Talks, Teachers' Scaffolding Talks, Teachers' Roles, Speech Function in Teachers' Scaffolding Talks, Mood, Transitivity, Teaching Reading for ESL.

A. Teachers' Talks

Teachers are expected to be good models in giving lecture to the students. The role of the teacher is varied as I explained in chapter I. In order to meet the objective that the teacher should know how to use English throughout the teaching and learning processes, the teacher is highly required to know the speech function used in their talks. The talks have different speech functions. When the teachers talk, they try to transform their ideas and knowledge with regards to the topic discussed in the classroom. In the teaching and learning processes the teachers tend to talk a lot compares to the students.

During the teaching and learning processes teachers tend to dominate the communication that occurs in the classroom. The teachers tend to dominate speech interaction in the classroom through their talks because in their talks they have different purposes. The interaction occurs between teachers and students. For non native English teachers, they sometimes find it hard to keep talking in English when they are teaching, because of the cultural background that they have. On the contrary, the native English teachers talk easily in doing their job as teachers because they have the English cultural background. When the native teacher and students converse, they are negotiating meaning. They will get the feedback from each other. However, the non native English teacher and students will find it hard to get feedback since they have difficulty in negotiating meaning. As non native English teachers we are expected to know how to get the feedback by maintaining the same topic discussed through the interaction with our students in the classrrom.

Ellis (1985:146) said that foreigner's talk normally occurs in one-to-one interactions where there is plenty of feedback from the learners. This condition requires the ability in using English since they start the conversation until they end it so that they will get the feedback from each other. If this condition applies in reading class, still the non native English teachers and students will have obstacles in doing it. Regarding the different cultural background, both of them might show that they are incapable to converse all the time in English.

The teachers' talks in the classroom setting occur between the teachers and the students and the interaction usually occurs not only in one-to-one interactions but also in one-to-many interactions. The one-to-many interactions mean that they can not keep

talking in English because they tend to change the language they use and also the topic they discuss. The feedback from this interaction is hard to get. This incapability clearly showed us that as English teachers we are expected to be like native teachers of English. The expectation that we as teachers should accomplish among others is the ability in talking using English in the teaching and learning processes.

According to Agustien (2002) there are two types of teachers' talks namely teachers' main talks and teachers' scaffolding talks. Teachers' main talks are teachers' talks related to the topic they present in the lesson. In this study, I chose reading lesson for some reasons, among others are : a) pre-reading activity contains a lot of teachers' talks ; b) reading activity contains the discussion about the topic and c) post-reading activity also contains a lot of teachers' talks after the discussion. The teachers' talks differ according to the speech function that the teachers used. Here the teachers are expected to be able to use their talks in order to get the lessons done. The level of the students is should be considered also in giving lessons using English.

Teachers in general are able to support learning activity regardless the level of their students. When they are teaching children as well as adults what they can do to support the learning processes is through the learning experiences. Vygotsky believes what a teacher can do to support learning is the same idea that the adult tries to mediate what next it is the child can learn, this has applications in both lesson planning and in how teachers talks to pupils minute by minute (Cameron, 2001:8). Referring to the Vygotsky's theory we know that in the application of the teaching and learning processes, there are some steps that the students must follow by getting help from the teachers. The students have their own learning experiences which can help them to follow the lessons.

The learning experiences that the students got can help them in making adjustment to follow the lesson. There is a study which is conducted by Gaies which found that formal adjustments occur at all language levels. The language levels mean that the language used to transform the information and knowledge is differed to level of the students who are involved in the teaching and learning processes. The existing adjustment is the interactional one and it is realized from the interactional devices similar to those observed in motherese (for examples repetition, prompting, prodding, and expansions). In other words, many of the interactional adjustments found in other simplified register will also occur in teachers' talks (Ellis, 1985:145). In the teaching processes, the interactional devices that the teachers used are realized in their talks through the register that they select. The teachers' talks also depend on the register or the style that they have. In this case the meaning of register is the language used in teaching which is known from the vocabulary items that are associated with it. Wardhaugh (1988:48) said that registers are set of vocabulary items associated with discrete occupational or social groups. The register is also realized in teachers' talks in reading lessons because the teachers use certain language in teaching the lesson. Ellis (1985:145) said the language that teachers address to L2 learners is treated as a register, with its own specific formal and interactional properties. The interactional properties mean that in negotiating meaning the teachers and students use certain language to converse to each other.

According to Halliday and Hasan register of a text consists of field, tenor, and mode (Gibbons, 2002:2). They have the same idea about what the register is but they want to give a view from a different point. Their point refers to the contextual factors.

Those three contextual factors constitute what is referred to as register. It is similar to Wardhaugh's opinion because the teachers' talks are a spoken text.

Teachers' talks are a spoken text that is related much with its context. In the classroom setting there is a balance situation between real communication and teachers' talks. This setting has a rigid convention of situations such as doctor-patient talk. He elaborated more that it has rigid conventions of situations as in teacher talks since it is relatively easy to predict who will speak when, who will ask and who will answer, who will interrupt, who will open and close the talk, and so on (McCarthy, 1993:22). This convention is the talks as a social activity that needs people to get involved in making interaction.

The interaction occurs in the teaching and learning processes is different from the lesson using Indonesian and English to the Indonesian students. The teaching of English for ESL learners is different from teaching subjects in their own native language. This condition requires good teachers who are capable in becoming a good model for their pupils. In teaching reading lesson, the modeling part means that the teachers should be able to show the learners examples of work produced by experts through different kinds of reading texts. The experts mean the native English experts. This in line to what Bruner and Vygotsky believed that one of scaffolding strategy in teaching and learning is modeling that is showing children examples from the expert (Corden,2000:10).

One of scaffolding in giving lesson is through the talks. Talk has an important role in the classroom. Talk happens in almost all activities in the classroom. Vygotsky followers believe that dialogues are constructing the resources for thinking. Wegerif and Mercer (Corden, 2000:5) refer to the process of thinking aloud as exploratory talk as the

exploratory talk recognized as the powerful means of learning. This kind of talk that allows learners to explore and clarify concepts or to try out a line of thought, through questioning, hypothesizing, making logical deductions, and responding to other's ideas.

The teachers' talks in teaching a lesson are also important. It has the role, too. Through their talks they are expected to make students understand the lesson and when their students have difficulty in understanding the teachers' talks, the teachers will help them by making a bridge to get the students understand. This occurs through the interactional activity and talks in the classroom because interaction is as a significant factor in language development (Swain, 1995 as quoted in Gibbons, 2002:15).

The focus of the learning process is the interaction. This refers to the importance of talk in learning. The classroom is viewed as a place where understanding and knowledge are jointly constructed between teachers and students, and when learners are guided or "apprenticed" into the broader understandings and language of the curriculum and the particular subject discipline (Gibbons, 2002:15). Referring to this, the role of teachers' talks is seen as a medium in teaching a lesson.

B. Teachers' Scaffolding Talks

The term scaffolding can have more than one meaning regarding the teaching and learning processes. I take the definition from Bruner who said that scaffolding occurs when the learning takes place most effectively through the provision of appropriate social frameworks (Corden, 2000:10). The appropriate social framework in this study refers to the convention between teacher-student. The scaffolding in this study is the teachers' talks which show the stages in which the teachers of ESL used in giving reading lessons.

It is similar to the ways that the parents use when they want their children to do something. At first their children need their support and at the last stage the parents will drawback all their help given to their children. This condition means that the role of scaffolding in that is as a process from getting help until become independent in doing something.

Another linguist believed that scaffolding is a process that enables novices to undertake tasks they would be unable to do independently and unaided (Corden, 2000:10). The process also applies in the teachers' talks which also show the process or the stages that the teachers of ESL used in giving task to the pupils. It means that the teachers want them to do it without getting any help from the teachers and they can do it on their own. Scaffolding is interactive as the teachers and learners should have interaction between them. They should be active participants in the classroom so that at the end the students can be independent students who can speak and write better than before.

The condition above refers to what one of the linguists, Brunner, who observed talk that supports a child in carrying out an activity as a kind of verbal version of the fine-tuned help given in the baby feeding example as the scaffolding (Cameron, 2000:8). Brunner applied what children can do as what students can do in the classroom setting. Another linguist, Wood (1998 as quoted by Cameron, 2000:8) suggests that teachers can scaffold children's learning in various ways in which each strategies can be applied to language teaching as follows :

Table 2.1 Strategies in language teaching for children

Teachers can help children to :	By :
1) attend to what is relevant	a. suggesting b. praising c. providing focusing activities
2) adopt useful strategies	a. encouraging rehearsal b. being explicit about organization
3) remember the whole task and goals	a. reminding b. modeling c. providing part-whole activities

(from Wood 1998)

There are some strategies in making the students understand the lesson and mostly is through the talk. As what has been mentioned above, the teachers' talks are distinguished into two parts namely teachers' main talks and teachers' scaffolding talks (Agustien, 2002). The teachers' scaffolding talks are the teachers' talks that build up the teachers main talks. In the sense that the talks give strong framework in teachers' main talks, the teachers' scaffolding talks have different functions which are also carried out in linguistic features and the speech functions they use.

Scaffolding doesn't simply means help but it is a special kind of help. Gibbons (2002:10) says that "scaffolding is the temporary assistance by which a teacher helps a learner know how to do something, so that the learner will later be able to complete a similar task alone. It is future oriented: as Vygotsky has said, what a child can do with support today, she or he can do alone tomorrow." This definition means that the term scaffolding has function as a special kind of help for the students to do something indepently. In case of teachers' scaffolding talks, the scaffolding here means that the teachers' talks which has function as a help given for the students to follow the lessons.

ESL teachers and students share the same culture and they both as the non native English speakers. To achieve the target language teachers also have to work hard with

regards to their cultural background. For non native English teachers they also have to know how to build up the teachers' talks so that at the end of the lesson, the students will understand the topic discussed. It means that the teachers' main talks, which are teachers' talks that are related to the topic discussed happens naturally as what the native English teachers do.

The study of the talks is related to what the linguists and sociolinguists are interested in terms of interacting. Johnstone (2002:91) said that in spontaneous, casual, everyday conversation, there are no pre-set rules about who talks when or about what or for how long. Everyone does not always talk at once, and people generally do not say things that strike others. In terms of scaffolding talks in classroom setting, the teachers follow the conventions that are related to the teachers-students talks. This kind of convention also applies in the teachers' main talks as well as the convention used between doctor-patient talk.

The talk in interaction process gives a view about how human social life is organized in the ongoing social practice of interacting. Naturally speaking, teachers and students are humans who have different social life, the interaction happens through communication that they make which carried out certain meanings. Still the negotiation happens even when there are no talks or in other words only silence happened. The silence is also considered as language so that it has certain meaning, too. The silence as the response is considered as linguistic response or non verbal response even though there is no talk

The scaffolding talks are carried out by the tool called a language. Referring to what Sapir-Whorf hypothesis when we talk about languages it is assumed that there are

self-contained sets of syntactic rules and words which exist before and outside of talk, which groups of people share completely, and which everyone in a group accesses and uses in same way as they talk (Johnstone, 2000:92) . It also happens to the teachers' scaffolding talks in the classroom setting for ESL learners, since both the teachers and students share the same language they use in the teaching and learning process.

In accordance with the ESL learners, they are considered as learning a new language and learning other things through the medium of the language (Gibbons, 2002:8). The use of scaffolding as the support given by the teachers is very important. The idea about the support is taken from the children who try to do something by the help and the assistance of adult persons or parents around them. Halliday (as quoted by Gibbons, 2002:9) gives an example taken from the conversation between the parents and the fourteen-month son in the context of the zoo and the goat which tried eating the lid that he was holding, the use of scaffolding that the parents provided is very helpful for their son so that he knew the concept of *shouldn't*. The conversation goes like this :

Nigel : try eat lid
 Father : what tried to eat the lid?
 Nigel : try eat lid
 Father : what tried eat the lid?
 Nigel : goat, man said no, goat try eat lid, man said no

Later

Nigel : goat try eat lid, man said no
 Mother: why did the man say no?
 Nigel : goat shouldn't eat lid (*shaking head*) good for it
 Mother: goat shouldn't eat the lid, it's not good for it
 Nigel : goat try eat lid, man said no, goat shouldn't eat lid (*shaking head*)
 good for it

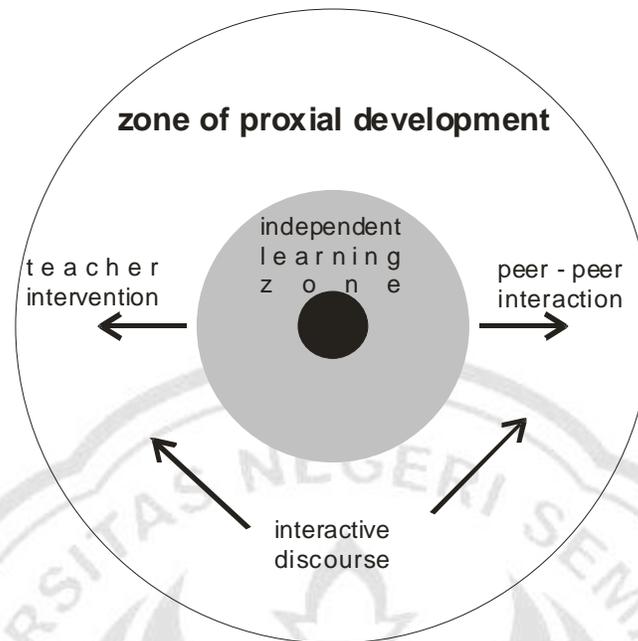
(Gibbons, 2002:9)

The research on the scaffolding has been done since 1970 and the term scaffolding was firstly used by some linguists like Brunner, Wood, and Ross (Gibbons,

2002:10) in their examination of parent-child talk in the early years. Brunner (Gibbons, 2002:10) described that scaffolding as the step taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring. The metaphorical sense used by Brunner can be applied in the classroom which means that the scaffolding is temporary, but essential, nature of the mentor's assistance in supporting learners to carry out tasks successfully (Gibbons, 2002:10).

In line with the temporary structure, the history of scaffolding is initiated by the Russian linguists whose name is Lev Vygotsky with his theory of ZPD. The central focus of Vygotsky's theory in learning is the ZPD which is defined as the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Corden, 2000:8). Moreover he proposed that language and thought combine to create a cognitive tool for human development and that children solve practical tasks with the help of their speech as well as their eyes and hands. He made the model of learning as follows:

Fig. 2.1 Independent and potential learning zones (Corden, 2000:9)



Referring to the definition of scaffolding in the classroom context, it is similar to the teachers' help. But it is not merely the teachers' help. It is a kind of help that assists learners to move toward new skills, concepts, or levels of understanding (Gibbons, 2002:10). It is temporary regarding the aim of it that at the end or in the future orientation the learners are expected to do the task alone without getting help from the teachers. Referring to what Vygotsky mentioned in his theory of ZPD (Zone of Proximal Development) that at the end of the learning, a child can do a task completely without having support from the parents or in other words he can do it completely alone.

Another linguist who is influenced with the ZPD is Barnes who said that classroom learning can best be seen as an interaction between the teacher's meanings and those of the pupils, so that what take away is partly shared and partly unique to each of them (Corden, 2000:8). Regarding Vygotsky's theory that ZPD is an attribute of each

learning event and not an attribute of a child, Mercer and Fisher (Corden, 2000:8) point out that children do not carry their ZPD with them. Each new task will generate a different ZPD and key factors in determining children's learning potential will be the nature of discourse and the quality of teacher intervention.

The intervention of the teachers occurs only when the children need help or support. The teachers' support or scaffolding is needed in order to help the learners to finish the task completely and in this case the teaching experience from the teachers is also important in making this happened. It relates to the idea mentioned by the linguists when teachers' support or scaffolding is needed, learning will take place, since the learner is then likely to be working within his or her ZPD. It refers to the idea of the creator of the ZPD, that is Vygotsky, he himself suggests that the only good learning is one that is ahead of actual development (Gibbons, 2002:10).

The central focus of Vygotsky's theory in learning is the ZPD which is defined as the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Corden, 2000:8). In my study, the teachers are expected to be the capable peers who can support the students or in other words they know how to scaffold the lesson. It means that teachers should know how to encourage the students to use their ability in finishing the task. This is known as the nature of the scaffolding.

The nature of the scaffolding is one that it is provided for the learners to carry out their task completely. The teachers are suggested not to simplify the task but to give support to the learners in doing their task. In this case learners need to be engaged with

authentic cognitive challenging learning tasks with respect to the nature of the scaffolding. It means that support is responsive to the particular demands made on children learning through the medium of second language (Gibbons, 2002:10-11). In my study, the nature of scaffolding is to support learners of Reading class to do the task completely through English as the medium of second language used in teaching and learning processes.

Learning is a process and the teachers and students should make collaboration in this activity. Gibbons (2002:13) says that learning is collaborative and social, and that both teachers and students are partners in this collaborative learning. For the teacher, this means building on what students already know, and providing scaffolding that is responsive to the needs of ESL students for the language and tasks they are not able to do alone. It refers to support or scaffolding given by the teachers to the students in order to get the learning done. In other words it suggests teachers to scaffold learning and language so that the students will accomplish the objective in teaching and learning processes.

Halliday (1969) made a great impact for teachers to identify the learning of exploratory talk. While Barnes (1976) made the point that not all talk is of equal value in helping children to construct meanings (Corden, 2000:24). He differentiates between process and presentational talk which are related to the speaker's sense of audience and purpose. Each of the talk should be categorized from the participant who uses the talk.

Presentational talk is prepared, rehearsed and polished. It is well structured and its fundamental purpose is to impress or influence an external audience. In presentation talk it is the needs of the audience which are paramount. Giving a speech or a prepared talk on

a favorite pastime or hobby, or reporting on work is examples of presentational speech (Corden, 2000:24). The teachers' scaffolding talks can fall into the presentational talk but with different application of it. It is likely to happen since the teachers sometimes have prepared their talks and sometimes it is situational. The purpose is the same as what mentioned above for the presentational talk.

Exploratory or process talk is not for an external audience but is more concerned with working things out. Such talk is unrehearsed, untidy and characterized by false starts, repetition, backtracking, pauses, overlaps, and interruptions (Corden, 2000:25). This exploratory talk usually occurs in the classroom during the teaching and learning process. This kind of talk is made by the students in order to be independent students and they use talk in the classroom to:

- a) relate new information to existing experiences and knowledge;
- b) investigate, hypothesize, question, negotiate;
- c) argue, reason, justify, consider, compare, evaluate, confirm, reassure, clarify, select, modify, plan;
- d) demonstrate and convey understanding, narrate, describe, explain;
- e) reflect upon and evaluate new perceptions and understandings.

(Corden, 2000:25-26).

From the use of talk made by the children in the classroom, the teacher will be familiar with this talk, since the children are learners, too. Referring to the idea from Barnes above, the students are considered as children in using exploratory talk in the classroom. The question is how they can do this; it is definitely by learning from the

teachers' talks. The relation between the students' success and teachers' talks are positive in the sense that the kind of talks produced by teachers is the scaffolding ones.

To make the teachers know how to scaffold learning and language, there are scaffolding strategies made by Vygotsky and Brunner (Corden, 2000:10) as follows:

- 1) Modelling means showing children examples of work produced by experts.
- 2) Demonstrating means illustrating the procedures experts go through in producing work.
- 3) Supporting means children as they learn and practice procedures.

From those strategies mentioned above teachers are expected to pay attention to the need of their students. This also implies the interaction between teachers and students. It means that the teachers may use different strategies to scaffold the learning process.

In teaching and learning process the teachers are expected to make collaboration and be involved in it. This interactive processes of teaching and learning are particularly concerned with social discourse, collaborative learning and the joint construction of knowledge. This is the central point in Vygotsky and Brunner in the importance of effective teacher intervention and scaffolding strategies (Corden, 2000:10). The scaffolding or support given by the teachers can be done using the scaffolding strategies above in order to help the students to do the task completely and the students can show their ability in doing the task given by the teachers.

In line with scaffolding strategies in which the students are regarded as the apprentice learners or novice learners, they have to follow some stages in language acquisition. The stages that they have to follow begin from the lowest level as the novice learners to the next level as the more proficient learner and the highest level as

independent learners. The table below shows how the students learn from the scaffolded learning from novice to expert as follows:

Table 2.2 From novice to experts : scaffolded learning (Corden, 2000:11).

Observer		
Context	Teacher	Child
Whole class	Shows examples of letters by reading extracts from <i>The Jolly Postman</i> (Ahlberg&Ahlberg 1986) and <i>A Letter to Father Christmas</i> (Impey&Porter 1988). Draws children's Attention to specific aspects of organization and language features.	<i>Watches, listens,</i> responds to questions, poses questions, discusses.
Novice		
Context	Teacher	Child
Small group	Reads selected letters from <i>The Jolly Postman</i> . Discusses Audience (who to?) and purpose (what for?). Draws attention to aspects of layout, vocabulary, punctuation, registers. Asks children to compose a letter of complaint to Big Bad Wolf. Acts as scribe.	Listens to teacher reading. Reads teacher. Rereads parts aloud. Discusses the purpose of letters,layout & language. Composes letter orally for teacher to write.
Apprentice		
Context	Teacher	Child
Small group/ Individual	Conferences child. Guides, advises, informs, encourages, collaborates in the writing, acts as a response partner.	Plans, drafts, discusses & gain response from peer. Discusses work With the teacher & responds to advice.
Expert		
Context	Teacher	Child
Small group/ Individual	Acts as a fellow experts and offers critical evaluation.	Plans, drafts and drafts a letter for a specific purpose & audience.

From the above table, the scaffolding is shown from the learning perspective. It means that the role of teachers are seen as the supporter in giving support to the students by giving scaffolding in talk as well as in learning. The idea is derived from the stages that the children must follow in order to acquire a language.

As what I have mentioned above that there are three scaffolding strategies in which the teachers can follow to give support to the students during the teaching and learning processes. There are also some important issues that should be taken into consideration in applying the scaffolding strategies. According to Holdaway's developmental approach (Corden, 2000:13) children and teachers can be presented with such models and engage in a secure but challenging and productive apprenticeship approach to learning (see table 2.4), so modelling is most effective when the learner:

- a) feels able to succeed;
- b) perceives that the task is purposeful;
- c) feels confident enough to take risks;
- d) respects and trusts the demonstrator/expert.

The elements not present in modelling are: competition, exclusion, criticism, and coercion. While the elements present are: cooperation, acceptance, approval, and invitation to join in.

The table below shows the developmental approach to learning from different perspectives:

Table 2.3. The developmental approach to learning (Corden, 2000:14).

Observation of demonstration	Participation	Putting into practice	Performance
Undertaken by competent other such as parent, teacher, peer.	The child is invited to participate and collaborate.	Novice is given opportunity to practice without direction.	Novice now feels confident enough to present.
The learner is a spectator (novice) with no pressure to perform.	Genuine interest exists in acquiring the skill.	Self-regulation, Self-correction, Self direction.	Expert now becomes the audience.
Modelled reading / writing.	Expert welcomes novice and explains, instructs, demonstrated/s.		Novice is given approval and acknowledgement.
Enlargement of texts/use of overhead projector.	Shared reading / writing.		

The teachers' scaffolding talks happen in the classroom context. In order to make the students understand the lesson, the teachers must know first about the level of the students. The different level shows different stages that the students can follow. From the developmental approach teachers are expected to learn and know about the process that the students take since the novice level. This approach shows the stages in developing the novice from the "empty vessel" to the independent novice. In learning, however, the students are expected to step in the next level in acquiring a language by getting support from the teachers. The support given will be drawn bit by bit until the students can do the tasks independently. This is how the work of the scaffolding since the meaning of scaffolding for different purposes is the same as support which is given from the expert to the apprentice.

C. Teachers' Roles

The teaching and learning process will never be done without a teacher. In traditional role, the teachers will stand in the front of the classroom and spend for about two thirds of talk and leave one third of talk for students. But nowadays, there is an exchange of role. The teachers are expected not to dominate the talk in the classroom but they are expected to make the interaction which can gain the students knowledge in learning processes.

Teaching and learning is a process which carries pedagogical terms. It means that there must be some pedagogical values in the process. This applies in spoken as well as written text as the process is done in certain text type. Wells (Corden, 2000:6) argued that the belated recognition of the importance of spoken discourse in education is surprising

when one considers how large a proportion of time is spent talking and listening in every classroom. While Barnes (Corden, 2000:6) identified two major pedagogical styles namely transmission and interpretation.

The styles that Barnes proposed are related to the teacher. The teachers who use one of the styles are considered to have the role based on the chosen style. The transmission teacher puts emphasis on pupils' ability to reproduce information, while the interpretation teacher is more concerned with interactive discourse and cognitive process (Corden, 2000:6). Those two styles in terms of pedagogical styles can be shown in the table below:

Table 2.4 Transmission and Interpretation teaching (Corden, 2000:6)

Transmission	Interpretation
Children seen as empty vessels Teacher determines what is taught Teacher transmits information (Asymmetric discourse pattern established) Children passively receive information	Children's existing knowledge is recognized Children's learning needs determine what is taught Teacher and student engage with information (Interactive discourse pattern established) Children interpret and actively evaluate information

The teaching styles mentioned above influenced the teachers in the way they talk in the classroom. The way they talk means the role in which they are taken into in giving a lesson. The teachers' roles which encourage the teachers to scaffold the lesson are based on the character for each teacher because the character is a very influential part in building up the teacher's roles though there are also some roles designed by other linguists.

The teachers' styles are varied and it makes a great impact on the approach that they use. There are many factors that influence how teachers approach their work and which particular strategies they employ to achieve their goals. The context in which teachers work have an important influence on teaching, since different teaching setting

involve teachers in different kinds of roles (Richards, 1995:97). The approach in teaching relates much with the teachers' roles. This is determined by the context in which the approach is applied.

The role can be defined as the part taken by a participant in any act of communication (Ellis and Mc Clintock, as quoted by Richards, 1995:97) In some interactions' roles are relatively fixed (e.g. doctor-patient or teacher-student) whereas in others, roles are temporary and open to negotiation. The roles in the interaction between teacher-student is a fixed convention as it follows certain rules and it is not open to negotiation while temporary roles can be found in some ways, for instance within an office in which a group of colleagues may have hierarchical roles.

Each role has different characteristic and if the roles are compared, they are seen to have the following characteristics (Richards, 1995:98) as follows:

- 1) they involve different kinds of work and different levels of responsibility;
- 2) they involve different kinds of relationships and different patterns of interaction and communication;
- 3) they involve different power relationship.

If those characteristics are elaborated further, they will determine what kinds of teachers they are. The kinds of teachers mean that the teacher may have their own style in teaching.

Wright (Richards, 1995:98) pointed out that some roles are defined primarily by the work people do, while others are mainly defined by the kind of interpersonal relationship they imply. The role of teachers can not be judged in terms of the character but it has more reasons that can be argued in determining the role. It means that the role

of teacher is occupational which is predetermined by the nature of school and of teaching. The teachers interpret their roles in different ways depending on the kinds of school they work, teaching method, individual personalities, and cultural background (Richards, 1995:98).

Different teachers may have different roles according to the things mentioned above like teaching method, the school, individual personality and cultural background. In this study, the teacher's role by giving scaffolding in teaching is important and it can not be judged that one role is formed from one reason but one role can be built based on more than one reason mentioned previously.

D. Speech Functions in Teachers' Scaffolding Talks

Everybody speaks using certain language. The language used differs to a certain extent such as for day-to-day communication or casual conversation, etc. We do everything everyday and it needs language so in almost everything we do, language is involved in it. Halliday said that whenever we use language there is a context and there are two kinds of context namely context of culture and context of situation. Context of culture means that speakers within a culture share particular assumptions and expectations, so that they are able to take for granted the ways in which things are done. While context of situation is the particular occasion on which the language is being used (Gibbons, 2002:2).

The use of language is differed from one to other purposes. Language has many features and the features vary with regards to the context of situation. This context is characterized by three features namely: (1) what is being talked (or written about; (2) the

relationship between speakers (the writer or reader); and (3) whether the language is spoken or written (Gibbons, 2002:2). In other words, those characteristics of features are called (1) field, refers to the topic of the text; (2) tenor, refers to the relationship between the speaker and listener (or writer and reader); and (3) mode, refers to the channel of communication (Gibbons, 2002:2).

Those features above are called register of a text. In this case, the type of text is the spoken text; the text refers to the teachers' scaffolding talks. In my study, the register is also included in determining the kinds of the teachers' scaffolding talks as the talks are realized in the speech. The choice of speech used in teachers' talks is varied according to the purpose of the talks. It refers to the ability of a child in using certain speech to make a concept as written by Brunner.

If a child can use language as a tool in making a concept it means that he knows the right speech for it. Brunner said that speech is primary instrument of thought and the process of talking through ideas is an essential part of children's ability to handle information and make sense of new ideas and concepts. He refers to this as a learner's channelling capacity and argues that language helps children to code information so that cognitive restructuring can occur and a learning experience is made to fit into and extends model of the word (Corden, 2000:9).

Teachers' talks are realized in the choice of the speech functions that the teachers use. Each talk carries on different purposes. The speech functions used by teachers' in their scaffolding talks involve the speaker that is the teachers and the listener that is the students. In this case, there is an interaction between the speaker and listener. Both of

them make relationship through their negotiation in meaning. The negotiation that they make is realized in the process of exchange.

The teachers' scaffolding talks are teachers' talks used in giving lecture which carried out the interaction in the classroom through some stages. Halliday (Eggins and Slade, 1997:180) said that whenever someone uses language to interact, one of the things they are doing is establishing a relationship: between the person speaking now and the person who will probably speak next. In other words he said that dialogue is a process of exchange involving two variables namely:

- 1) a commodity to be exchanged : either information or goods and services
- 2) roles associated exchange relations : either giving or demanding

The teachers' scaffolding talks in the classroom interactions depend on the speech functions that are carried out in the talks and those are taken from the two variables of exchange-commodity and exchange-role. There are four basic speech functions of English which can be presented in the form of the table as follows:

Table 2.5 Speech role (Eggins and Slade, 1997:181)

Speech role	Commodity exchange	
	Information	Goods-and-Services
Giving	statement	Offer
Demanding	question	Command

The table shows that there is an interaction between the speakers and the listener in this case between the teachers and the students. The interaction occurs in the classroom is characterized by the type of the patterns of interaction. According to Edwards and Mercer (Gibbons, 2002:16) there is a particular kind of three-part exchange between teacher and student that is very familiar to all teachers and that a number of researchers have described as being the dominant interactional patterns in classrooms. In this pattern

of interaction, the teacher first asks a question (almost certainly one to which he or she knows the answer); the student responds, often with a single word or short answer; and then the teacher responds by evaluating the answer.

Those kinds of interaction is known as or referred to as IRF (Initiation, Response, Feedback) or IRE (Initiation, Response, Evaluation). The examples given below are taken from Gibbons (2002) as follows :

Table 2.6. Examples about IRF and IRE (Gibbons, 2002:16)

Initiation	Teacher:	What season comes after fall?
Response	Student:	Winter.
Feedback	Teacher:	Good girl.
Initiation	Teacher:	Now everyone, who can tell me what these are called?
Response	Student1:	A compass?
Feedback	Teacher:	Not quite, nearly right...
Response	Student2:	A pair of compasses.
Feedback	Teacher:	Right, good!
Initiation	Teacher:	And who knows what we can use them for?
Response	Student3:	Making circles?
Feedback	Teacher:	Right, we can draw circles with them.

According to the Gibbons (2002:16) IRF pattern is based on what has become known as a “display” question, a question that is primarily designed for students to display their learning. It is a common pattern in traditional classrooms, particularly as transmitting a body of information. The traditional classroom setting is meant when the teachers do not encourage students to produce their own talk but who tend to dominate the talks in the classroom.

The teachers’ talks realized in the speech functions or speech acts that they are using. According to Coulthartd (1995:9) there are three major acts which probably occur in all forms of spoken discourse namely elicitation, directive and informative. Those three major acts are as follows:

- 1) An elicitation is an act whose function is to request a linguistic response, although the response may be a non verbal surrogate such as a nod or raised hand.
- 2) A directive is an act whose function is to request a non-linguistic response; within the classroom this means opening books, looking at the blackboard, writing, listening.
- 3) An informative is an act which functions to pass on ideas, facts, opinions, information and to which the appropriate response is simply an acknowledgement that one is listening.

Those three major acts are frequently realized by interrogatives, imperatives, and declaratives respectively, but there are occasions when this is not so (Coulthard, 1995:9). It means that a question is not always in the form of imperatives, a statement is not always a declarative, etc. To know the right forms of each three major acts is by finding out the speech functions used in the talks. By knowing the speech functions, the interaction can happen naturally in the classroom even when the teachers talk a lot during the teaching and learning processes.

While speaking the teachers produces a series of clauses classifiable as statements, questions and commands in situation. If the teacher then allows a pupil to respond, these items are seen as initiating and have the discourse value of informative, elicitation, and directive respectively; if the teacher immediately follows one of these clauses with another the first is 'pushed down' to act as a starter (Coulthard, 1995:15). The initiating which has different discourse value is similar to the speech acts performed in teachers' talks. The teachers' talks consumed more time compares to the students' talks in the classroom.

The reality shows that teachers say more than students do. This kind of interaction that is suggested by Edwards and Mercer (Gibbons, 2002:17) refers to “two thirds” rule when they suggested, somewhat humorously but probably very accurately, that in most classrooms someone is talking for most of the time, for most of the time it is the teacher, and for most of the time the teacher is either lecturing or asking questions. It means that teachers speak more and if they don’t realize about this, it will not encourage students to speak more and it fails to meet the objective that is the need for students to produce “comprehensible output”.

The speech functions in the teachers’ scaffolding talks are based on the functions that the teachers selected to deliver their ideas. These can be delivered through the teachers’ instruction because the instructions given by the teachers carry a lot of temporary structure. This temporary structure refers to the scaffolding or support in order to help the students understand what the teachers’ talks are.

In assigning the students to do some tasks by their instructions, the teachers usually try to use clear and concise words. This is intended to make the students understand to what they have to do. On the contrary, if the teachers used difficult words or phrases their students might face some difficulties in doing the task. This implies to the basic concept that the foundation in understanding what to do is the instruction.

The teachers’ instructions carry a lot of speech functions. According to Gibbons (2002:21) teachers introduced the use of more formal terms alongside more usual and familiar terms so that through this parallelism children could see the equivalencies in meaning. The choices of words that teachers used are intended to help the students know and remember the instructions before they do the task.

The table below (Gibbons, 2002) shows the scaffolding instructions given by a teacher in order to help the students know what they have to do:

Table 2.7 Scaffolding Instructions (Gibbons, 2002:22)

Teacher's words	Commentary
You have to place a magnet, put a magnet, into the cradle, and place another magnet on top of the cradled magnet.	<i>teacher refers to the written instructions, introduces less well-known word place alongside more familiar word put.</i>
So you've got one magnet in here	<i>Pointing</i>
then you have to put another magnet on top, right?	<i>holding the second magnet, indicating where it must be placed but not actually placing it</i>
.then you have to alt-ern-ate the magnets.	<i>alternate is said slowly and with emphasis</i>
It says "alternating the poles"...changing the poles.	<i>models the more formal word (alternate) but uses this along with a familiar "everyday word" (change); also holds the second magnet and indicates how the magnet should be turned</i>
so if you put it facing like this...you've got it one way like this.	<i>Demonstrating</i>
then you change the poles around	<i>indicating the movement by turning the second magnet in the air but not placing it</i>
change it to the other side, alternate the poles.	<i>switches between more and less formal terms</i>
So you're trying it each way	<i>summarizing what the children should do.</i>

From the above table, the use of scaffolding in the lesson shows how the teacher used scaffolding instruction in order to make the students understand what they have to do. The speech functions used in this teacher's scaffolding instructions are introducing, pointing, indicating, emphasizing, modeling, demonstrating, and summarizing. Those speech functions are realized in the teacher's scaffolding talks.

The teachers' scaffolding talks can be used in many ways in terms of the purposes of using it. The important issue is that what are the speech functions used in the teachers' scaffolding talks. To answer the questions is by differentiating the purpose for each teacher's talks. By doing this, the speech functions used will be recognized and can be elaborated more in details.

E. Transitivity

Teachers' scaffolding talks are formed from a string of words and those words are formed a certain clause. The clause is the basic unit in this activity. The clause is the representation of the teachers' scaffolding talks. The teachers' talks have certain structure and it is called temporary structure since the function of it is to give support to the students to understand the lesson. The clause as representation of this kind of talks is the focus on this talk.

In real word, the phenomena are presented as linguistic features and this refers to the semantic categories. There are three linguistic features namely:

- 1) circumstances
- 2) process
- 3) participants

Those three categories are mentioned by Gerot and Wignel (1995:52). Moreover, they explain in detail for each of category above:

- 1) Circumstances are divided into some elements namely
 - a. manner : tells how (e.g. he goes by taxi)
 - b. cause : tells why (e.g. the ship died of thirst)
 - c. accompaniment : tells with(out) who or what (e.g. I left work without briefcase)
 - d. matter : tells about with reference to what (e.g. This book is talking about functional grammar)
 - e. role : tells what as (e.g. he lived a quiet life as a bookkeeper)
- 2) Processes are the centre of transitivity and there are seven different process types identified by Halliday (Gerot and Wignel, 1995:54) as follows:

Table 2.8 Seven different process type (Halliday)

Material Behavioral	Doing behaving	Bodily, physically, materially Physiologically and psychologically
Mental	sensing	Emotionally, intellectually, sensorily
Verbal	saying	Linguially, signaling
Relational Existential Meteorological	being existing weathering	Equal to, or some attribute of There exists

3) Participant or relational processes: processes of being and having,

The figure below will show the relational processes:

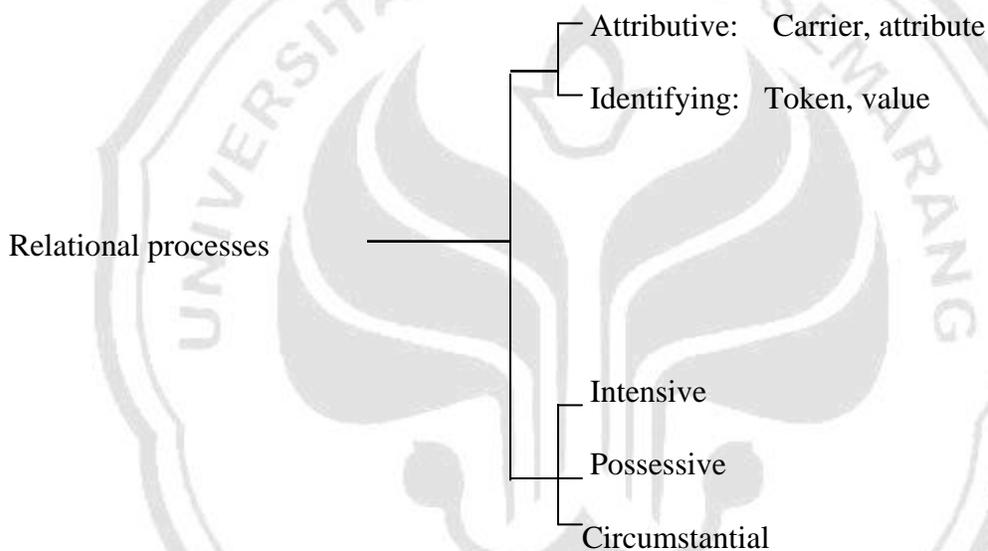


Fig. 2.2 The relational processes (Gerrot and Wignel, 1995:68)

The teachers' scaffolding talks will be analyzed based on the transitivity because the teachers' scaffolding talks also have linguistic features which are characterized the talks. The way in analyzing the teachers' scaffolding talk is based upon the clause and then from the clause they will be categorized based on the linguistic features which characterize the teachers' scaffolding talks.

In teaching and learning process usually the linguistic features which are used quite often is the process because the talks carry a lot the verbs for different purposes. These verbs form the focus of the teachers' scaffolding talks in scaffolding the reading lesson. The other elements in linguistic features are not seen as many as the processes because the teaching and learning is also a process so that the circumstances and participants give few contributions in the transitivity. The scaffolding talks made by teachers are useful to help the students understand the lesson and this is realized by the process in terms of transitivity.

F. Mood

The teachers' scaffolding talks carry the interpersonal meaning. It means that if the students do not understand to what the teacher wants, the interpersonal meaning does not exist. It happens because the mood is not realized in the talks. The realization of mood is in the interpersonal meaning and in the form of the Subject and Finite. The Subject and Finite make the so called Mood.

According to Wignel (1995) mood in English is realized by the position in the clause of the Subject and Finite. There are some mood types that Wignel and Gerot mention as follows:

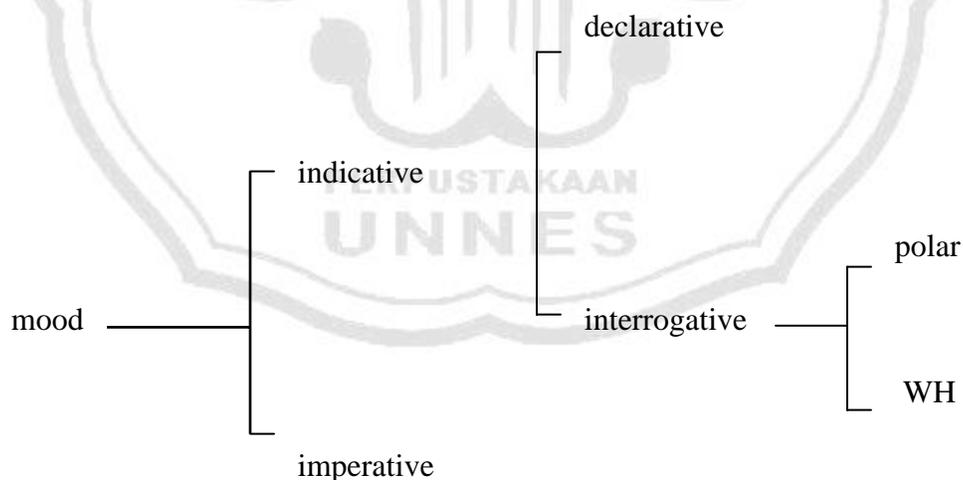


Fig. 2.3. Mood Types (Gerot and Wignel, 1995:38)

Those mood types mentioned above show how the Subject and Finite are used and realized in the clause because the clause is as the representation of these mood types.

The explanation for each mood types are as follows:

1) indicative mood is realized by the feature Subject + Finite. The order of the Subject and Finite realizes declarative and interrogative.

a. declarative, e.g. The car had four bicycle wheels

b. interrogative is classified by two elements namely:

1. polar (Yes/No question)

e.g. Should I be using unleaded petrol in my car?

2. Wh-questions

e.g. Who built a car in his backyard?

The Wh-questions can be used for :

a. querying residue, e.g. What did Henry Ford build?

b. exclamatives, e.g. What big eyes you have!

2) imperative, e.g. Don't you put it there.

(All the examples are taken from Wignel and Gerot, 1995).

The realization of mood in the Subject and Finite means that when one element of these two does not exist then the mood is not formed in it. The mood defines the interpersonal meaning in which the meaning expresses a speaker's attitudes and judgments. Meanings are realized in wording through what is called mood and modality (Gerot and Wignel, 1995:25 and 28).

Modality also plays an important part in making meaning. The modality covers the range of option open to interactants to temper or qualify their contributions (Eggins,

1997). Another element which also has relation in making interpersonal meaning is polarity. Slade (1997) said that polarity is concerned with whether clause elements are asserted or negated. It means that whether the clause has 'yes' or 'no' answer for this condition. The modality and polarity together relate to the mood in which mood refers to pattern of clause type, such as interrogative, imperative and declarative. These patterns have to do with the presence and configuration of certain 'negotiable' elements of clause structure (Egins and Slade, 1997:74).

The focus of the interpersonal meaning is the mood and the mood itself is related to modality and polarity. The modality is divided into two categories namely modalization and modulation. The modalization is a way of tempering the categorical nature of the information we exchange while modulation is a way of tempering the directedness with which we seek to act upon each other (Egins and Slade, 1997:98). The use of English modals in teachers scaffolding talks can be classified in terms of modalization and modulation because the modals have different function when they are used in the talks.

According to Halliday (Gerot and Wignel, 1995:26) modals are classified into three categories namely low, median, and high. The classification is made in order to identify the function of each type of modals when it is used in talks. The modals for low class are *can, may, could, might*; for median class are *will, would, is to, was to*; and for high class are *must, ought to, need, has to, and had to*. The use of certain class of modals will typify the modality used in the talks.

G. Teaching Reading for ESL

There are four English skills that students must acquire namely speaking, listening, reading and writing. The focus of this study is reading. Reading is not a matter of reading aloud but in this case the scaffolding in reading lesson will be elaborated in details. The scaffoldings made by teachers in reading class are delivered in many ways, for instance in the form of scaffolding instructions, scaffolding lesson, and scaffolding talks. The teachers' scaffolding talks in reading are the central point in this study.

As one of lessons, reading needs certain knowledge background that the students are expected to have. Reading can not be separated from a text. In this case it is a written text. There is a connection between knowledge and reading text. According to Goodman (Gibbons, 2002:78) it refers to three kinds of knowledge on which readers draw to gain meaning from text they are semantic knowledge (knowledge of the world); syntactic knowledge (knowledge of the structure of the language); and graphophonic knowledge (knowledge of sound-letter relationship).

If we can acquire the knowledge in reading we will get the contribution of it. In other words, it means that how the knowledge we have about the world is organized into interrelated patterns based on our previous experiences and knowledge. This term refers to schema theory. The use of schema theory in reading is to propose that effective readers likewise draw on particular kinds of culturally acquired knowledge to guide and influence the comprehension process (Gibbons, 2002:78). This refers to the readers who are aware of the cultural background that they have and they know how to use the knowledge in reading lesson.

Another linguist, Wallace (Gibbons, 2002:79) suggests that this schematic or in-the-head knowledge may be of two types namely knowledge of the 'content' or topic, and knowledge of the kind of genre. As far as we know that each text has certain genre and if the readers know about it, it means that they know what is the schematic structure used in the text. On the other side, if the readers realize the topic of the text they know what is the text is about. The two kinds of knowledge should be used accordingly and integrated to each other.

Traditionally, reading is seen as the content of the text only but the paradigm is changed now. The interaction is not about the words and the comprehension anymore. The nature of interaction with the text is changed now. It applies that nowadays we are reading about things that make sense to us and that link with our own experience. It means that meaning does not solely in the words and structures of the text, but is constructed in the course of a transaction between the text and the reader (Gibbons, 2002:80).

Literacy reading takes place nowadays. According to Luke and Freebody there are four components of literacy success and that successful readers need the resources to take on four related roles as they read: the roles of code breaker, text participant, text user and text analyst (Gibbons, 2002:81-82). The roles will be explained in details as follows:

- 1) Code breaker means that a reader needs to be able to engage in the 'technology' of written script--that is with the sound symbol relationships, left-to-right directionality, and alphabet knowledge.
- 2) Text participant means that a reader connects the text with his or her own background knowledge--including knowledge of the world, cultural knowledge, and knowledge of the

generic structure. Being a text participant means having the resources to match text with appropriate content and cultural knowledge.

3) Text user means a reader is able to participate in the social activities in which written text plays a major part, and to recognize what counts as successful reading in a range of social contexts.

4) Text analyst means a reader reads a text as a crafted object, one that is written by an author who has a particular ideology or set of assumptions.

Reading teachers in teaching reading based on their roles and sometimes the approach in teaching that they use do not match with the objective of the lesson. To avoid this, the teachers must identify the need of their students to create a good teaching in reading. Most teachers would accept that a very basic principle of good teaching is to go from what students already know to what they don't yet know, to move from the given (already know) to the new (what is yet to be learned), and this is very much the case with the teaching of early reading (Gibbons, 2002:83).

There are some activities in reading and those activities should be well planned and prepared. The activities in reading should meet these two functions namely: (1) they should help readers understand the particular text they are reading and (2) they should help readers develop good reading strategies for reading other texts (Gibbons, 2002:84). It is important for reading teachers to use instructional activities for helping learners comprehend a particular text, also as a model of the way effective readers read. The instructional activity in this case is in the form of teachers' scaffolding talks.

Reading lesson should be planned and prepared in order to get the attention of the readers and to make them understand about the lesson. The planning should be divided

into three sections those are (1) before reading, (2) during reading and (3) after reading. Gibbons (2002:85-91) elaborates in details about these three sections as follows:

1) Before reading, the purpose of this activity is to prepare for linguistic, cultural, and conceptual difficulties and to activate prior knowledge. The kinds of activities are predicting from words, predicting from title or first sentence, predicting from key illustration, sequencing illustration, reader question, storytelling, storytelling in the mother tongue, and sharing existing knowledge.

2) During reading, the purpose of this activity is to model good reading strategies. Good readers are actively involved in the text, they constantly interrogate and interact with it, and they predict what is coming. The kinds of activities are modeled reading, skimming and scanning the text, rereading for detail, shared book, word masking, pause and predict, shadow reading, summarizing the text, jigsaw reading, and reading aloud.

3) After reading, the purpose is to make the readers become expert with the assumption that students are already familiar with the text and no longer have basic comprehension difficulties in reading it. The kinds of activities are story innovation, innovating on the ending, cloze, text reconstruction, true/false questions, and questioning the text.

Those activities are important to be planned so that the teachers will not have difficulties in giving a reading lesson. Based on the explanation above, the nature of reading should be changed according to the purpose that is to be literate readers. To make it happen, the new paradigm in literacy reading should be used to replace traditional reading. The change in approach and paradigm will affect the character of the teachers. The change is expected to build up the teachers' roles which are related to many aspects in reading and only the good and literate reading teachers are able to give reading lesson.

CHAPTER III

METHOD OF INVESTIGATION

I am going to present the method to analyze the data. The data are the teachers' scaffolding talks done by Reading IV lecturers in the classroom setting for the fourth semester students of Unisbank. The talks in this convention between teachers and students in the classroom are considered as a discourse study as the data that I got are in the form of authentic language experiences as teachers' scaffolding talks.

A. Subject of the Study

The subject of this study is all the reading IV lecturers from Faculty of Language and Cultural Studies of Unisbank Semarang. There were three lecturers who taught Reading IV classes during my study.

Those three lecturers are qualified to teach Reading classes since they meet the requirements needed to teach Reading. They are classified into two programs namely regular program for morning classes and extension program for evening classes. The requirements for teaching Reading among others are having knowledge about this skill, potential to overcome the boredom in classes, the ability to transfer the knowledge and know how to make the classes run well. The lecturers have to be competent in teaching this subject not because of the subject is one of the four English skills but also there are certain techniques needed in teaching Reading.

B. Time for Obtaining the Data

I spent one semester for collecting the data because I want to observe all the teachers' scaffolding talks in reading classes. The reading classes in which I observed are only reading IV for regular and extension programs. Both programs in the morning and evening classes have the same materials.

The data were taken for certain period of time:

1) Reading IV:

a. Morning class : Tuesday on May 24th and June 7th in 2005.

b. Morning class : Wednesday on May 25th and June 8th in 2005.

2) Reading IV:

b. Evening class : Wednesday on May 25th and June 8th in 2005.

Each lecture was recorded for 2 times so at the end I have recorded 6 times of Reading classes. The rough data were classified based on good recording only so that the writer was able to analyze the data by disposing the blurred data or unclear data. The final data were ready to be analyzed qualitatively. The discourse study was used to analyze the teachers' scaffolding talks in reading classes.

C. The Process of Obtaining the Data

I am as the observer have assigned the technician to record the data in the classroom during the lesson so that the data were not be biased because I was not included. The technician has tried to take the data as the trial before he recorded in the classroom. The process of getting the data can be summarized as follows:

1. The technician had to make preparations for getting the data by means checking:

- a. the instruments to record the data;
 - b. the classroom to get good recording;
 - c. the situation outside of the classroom which could make too much distortion
 - d. the position of the lecturers and students in order to get good recording and shooting
2. The technician followed the instruction from the lecturer when he was allowed to record and when he was not allowed to do it.
 3. The technician was not allowed to make conversation in the classroom during the recording.

D. Methods of the Study

There are two types of methods used in this thesis namely:

1. Method of Data Collection

The data were collected through the recording and it was done for six times during the Reading lessons. The data recorded are the teachers' talks. The Reading lessons recorded are Reading classes and the teachers' talks during the reading lesson. There are three teachers who participated in this study and they belong to morning and evening programs.

a) Recording

It is a process of getting data by recording them. It is one of the observatory studies. The recording was done in the classroom. The data recorded are qualitative data as the data collected are in the form of words rather than numbers (Bogdan, 1992:100). The data collected are the teachers' talks in reading IV classes.

2. Method of Data Analysis

The analysis of data done through some stages:

a. Data transcription:

The data collected are in the form of conversation between teachers and students. They were transcribed based on the speakers. The data were still rough and should be analyzed further in order to find out the teachers' talks. The study was focused on the teachers' scaffolding talks so the students' talks were not analyzed in further details.

b. Data classification:

After finding the teachers' talks from the teachers-students talks, the teachers' talks were classified based on the teachers' main talks and teachers' scaffolding talks. The classification of the teachers' talks follow the discourse markers used in the teachers' talks, such as yes, now, okay, etc. The discourse markers were used to separate the teachers scaffolding talks from the teachers' talks. The use of the discourse markers follow the model as written by Agustien (2002) in her article on Teachers' Scaffolding Talks: A Resource for Shaping Classroom Discourse.

The teachers' talks were classified into the teachers' main talks and the teachers' scaffolding talks. The teachers' main talks are the teachers' talks which are related to the topic discussed while the teachers' scaffolding talks are the temporary construction to bridge the teachers' talks and the students' talks. The function of the teachers' scaffolding talks is as the support or help given by the teachers to the students in order to help them to understand what the teachers' talks are about.

c. Data analysis :

The data analysis is started from the unit of analysis that is the speech functions used in the teachers' scaffolding talks. The speech functions used in the teachers' scaffolding talks are the starting point to do further analysis. The next analyses are done in two stages as follows:

1) The teachers' scaffolding talks were analyzed on the speech functions performed in the teachers' scaffolding talks. The speech functions may vary depend on the purpose of the teachers' scaffolding talks. The analysis on the speech functions performed in the teachers' scaffolding talks follow the theory mentioned by Gibbons (2002) in giving scaffolding instructions and also based on the three major acts in spoken discourse by Coulthard (1995).

2) The next analysis was to classify the teachers' scaffolding talks based on the clause complex to be elaborated further in terms of transitivity in order to identify the linguistic features characterizing the teachers' scaffolding talks. The clause as the representation of the teachers' scaffolding talks was then analyzed to find out the mood realized in the subject and finite. The residue was not analyzed in this study. The mood was analyzed to find out the process type and also the mood types based on the theory mentioned by Gerot and Wignel (1995).

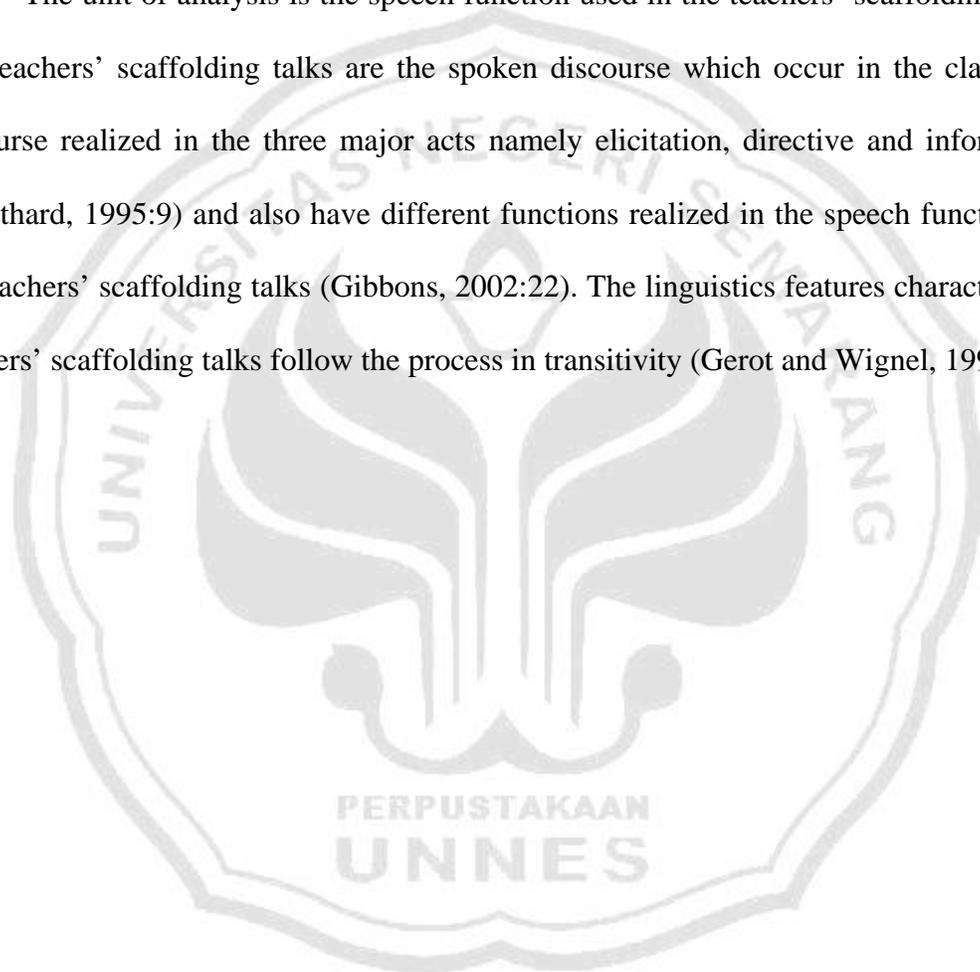
d. Data interpretation :

The data collected were then interpreted in order to find out the interpretation of the taken data. The data interpretation is the last step in the data analysis. The interpretation of the data was done on the basis of the review of literature mentioned in

chapter two of this thesis. The data interpretation is done to find out the interpretation for kinds of the teachers' scaffolding talks used in Reading IV, the speech functions performed in the teachers' scaffolding talks and the linguistic features characterizing the teachers' scaffolding talks.

3. Unit of Analysis

The unit of analysis is the speech function used in the teachers' scaffolding talks. The teachers' scaffolding talks are the spoken discourse which occur in the classroom discourse realized in the three major acts namely elicitation, directive and informative (Coulthard, 1995:9) and also have different functions realized in the speech functions in the teachers' scaffolding talks (Gibbons, 2002:22). The linguistics features characterizing teachers' scaffolding talks follow the process in transitivity (Gerot and Wignel, 1995:54).



CHAPTER IV

ANALYSIS AND INTERPRETATIONS

This chapter provides the data analysis and data interpretations. I would like to focus on the solution to the problem statements mentioned in chapter I; they are: 1) the kinds of scaffolding talks that teachers used, 2) the kinds of speech functions performed in the teachers' scaffolding talks and, 3) the linguistic features characterized the teachers' scaffolding talks. This chapter discusses the analysis as follows:

A. The Data Analysis

The analysis of the data was done through several steps as follows:

- 1) The data collected were transcribed into the teacher-students interaction.
- 2) The transcriptions were divided into the teachers and students talks.
- 3) From the teacher-student talks, the teachers' talks were divided into teachers' scaffolding talks and teachers' main talks based on the discourse markers used like yes, now, okay, etc. (Agustien, 2002) and the ideational meaning (Gerot and Wignel, 1995). The students' talks would not be analyzed further in this study as the focus in this study was on the teachers' scaffolding talks.
- 4) The teachers' scaffolding talks were considered as the monologue. The teachers' scaffolding talks were performed in different speech functions. The speech function is as the unit of analysis in this study. The analysis of the speech functions follows the model in scaffolding instructions made by Gibbons (2002) and the three major speech acts occur in the spoken discourse by Coulthard (1995).

5) The speech functions performed in the teachers' scaffolding talks were analyzed to find out the linguistic features characterizing the teachers' scaffolding talks by dividing the teachers' scaffolding talks into clauses. The clause is as the representation of the teachers' scaffolding talks. The process types and mood types mentioned by Gerot and Wignel (1995) was used to find out the linguistic features characterized the teachers' scaffolding talks.

B. The Steps in Analyzing the Data

The steps to do the analysis follow the steps used in the data analysis. The data collected were analyzed based on the unit of analysis in this study that is the on the speech functions. From the data collected, I found out that the Reading IV teachers used scaffolding talks in their lessons and those scaffolding talks performed have different speech functions but mostly in the form of questions. The speech functions performed in the teachers' scaffolding talks follow the model mentioned by Gibbons (2002) in scaffolding instructions and Coulthard (1995) about the three major speech acts in spoken discourse.

The frequency in using the speech functions performed in teachers' scaffolding talks are as follows: elicitation (twenty nine); directive (thirty two); and informative (forty three). The informative is mostly performed in teachers' scaffolding talks because the teachers want to pass on ideas, facts, opinions, information and to which the appropriate response is simply an acknowledgement that one is listening. The form of informative is mostly imperative in interrogative whether using yes/no questions as well as w/h questions.

The other speech functions such as elicitation has the least frequency in use (twenty nine) because the teachers sometimes need the students linguistic response although the response may be a non verbal surrogate such as nod or raised hand. The directive has the middle frequency in use (thirty two) because the students are asked to give non linguistic response such as opening books, looking at the blackboard, writing, and listening in the classroom.

After finding the speech functions performed in the teachers' scaffolding talks, the next analysis was to find out the linguistic features characterizing the teachers' scaffolding talks. The linguistic features characterizing the teachers' scaffolding talks are mostly identifying with the difference frequency in use as follows: 1) material (fifty five); 2) attributive (eight); 3) mental (twenty two); 4) verbal (twenty); 5) existential (two) and 6) identifying (sixty two). The identifying process shows that the teachers' scaffolding talks are mostly used to identify something from the talks based on the topic discussed.

The process types were used to find out the linguistic features characterizing the teachers' scaffolding talks on the basis of the clause complex. The clause as the representation of the teachers' scaffolding talks was realized in the mood. The mood is realized in the subject and finite. The mood was analyzed based on the mood types mentioned by Gerot and Wignel (1995). The residue would not be analyzed further in this thesis as the focus was on the teachers' scaffolding talks which are realized in the mood in the clause complex.

Reading IV teachers used scaffolding talks to bridge the teachers' talks and students' talks. It means that the teachers encouraged the students to participate in the lesson and they were given opportunity to talk in the class. The teachers' scaffolding

talks were done only in the pre-reading and discussion activity. The teachers did not use scaffolding in post-reading activity because they focused mainly on the pre-reading and discussion and when the students understood, the teachers would have ended up the lesson by giving some exercises from the book.

All of the teachers did not discuss further the post reading activity due to the limited time since reading IV is a 2 credit-subject. The reading IV lesson discusses the ways to be a good reader and focuses on the theoretical terms like types of main ideas, types of supporting details, patterns of organization, etc. The exercises were taken from the book and the teachers had the keys for the exercises. Most of the exercises are in the form of short paragraph only when the teachers need to explore theories on the reading text then they will spend their lesson discussing the text only.

The teachers' scaffolding talks considered as the teachers' monologues because I focused on the teachers' talks only and not on the students' talks. The ways to analyze the data as mentioned above were completed with some excerpts to support the analysis. The analysis was done through some steps as follows:

1. The data transcription is the recorded data which were transcribed in the form of conversation between the teachers and students, for example (Participant 3 for the second turn):

Participant 3 : (2nd turn)

T : Good evening everybody?

C : Evening mam.

T : OK, open your book on chapter 7. We're going to discuss more about SD. Now, how many types of SD?

St1 : Two.

T : Yes, can you mention it?

St1 : Major and minor SD.

T : Yes. Next is what is a major SD?

St2 : Primary points that support the MI.

T : Yes. Now, what is a minor SD?

St3 : Not the primary points.

T : What do you mean?

St3 : I mean that minor SD is not important.

T : Why it is not important?

St3 : Because it is not primary points.

T : Well, you're wrong. Minor SD is also important because minor SD provide more information about major SD. Do you get it?

St3 : Yes.

T : Ok, now, how can we find the major SD?

St4 : Searching the SD from the paragraph.

T : Yes, but how?

St5 : By finding the opening phrase and addition words.

T : Yes. Now, what is the opening phrase and what are the addition words?

St5 : The opening phrase often tells you that a series of details is coming and addition words often introduce each of details.

T : Yes, you read it from the book. It's ok. Now, open your book on page 129 and 131. You can find examples about opening phrase and addition words. Any questions?

C : Silence.

T : Do you have question?

C : No.

T : If you don't have questions so you have to do the practices from the book ok. Do it now please.

2. The data analysis was done by mentioning the teachers-students interaction and then by dividing the teachers' talks into teachers scaffolding talks and teachers' main talks. For example (Participant 3 for the second turn):

Interaction Participant 3 (2nd turn)

Speaker	Scaffolding	Main
T	OK, open your book on chapter 7.	
		We're going to discuss more about SD. Now, how many types of SD?
S		Two.
T	Yes, can you mention it?	
S		Major and minor SD.
T		Yes. Next is what is a major SD?
S		Primary points that support the MI.
T		Yes. Now, what is a minor SD?
S		Not the primary points.
T	What do you mean?	
S		I mean that minor SD is not important.
T	Why it is not important?	
S		Because it is not primary points.
T	Well, you're wrong.	
		Minor SD is also important because minor SD provide more information about major SD. Do you get it?
S		Yes.
T	Ok, now, how can we find the major SD?	
S		Searching the SD from the paragraph?
T	Yes, but how?	
S		By finding the opening phrase and addition words.
T		Yes. Now, what is the opening phrase and what are the addition words?
S		The opening phrase often tells you that a series of details is coming and addition words often introduce each of details.
T		Yes, you read it from the book. It's ok.
	Now, open your book on page 129 and 131.	
		You can find examples about opening phrase and addition words. Any questions?

CHAPTER V

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

This chapter presents the conclusions and pedagogical implications of the study based on the data analysis and data interpretations in chapter IV.

A. Conclusions

There are some conclusions that can be drawn from the data analysis and data interpretations as follows:

- 1) The teachers scaffolding talks made by the Reading IV teachers of Unisbank used the supporting type because most of the forms of the teachers' scaffolding talks are questions or interrogative forms. It means that the teachers of Reading IV give support to the students to scaffold the lessons. In giving Reading IV lecture, the teachers use questions in order to give support or help to the students. The reason of using question is because sometimes the teachers do not know how to bridge their talks with the students' talks and the questions forms are preferred by the teachers. The teachers expect to get the answer from the students by giving the questions. They want the students to give them information according to the questions. The information given by the students is performed as the students' talks. The position of the teachers is demanding information and the students should give information to the teachers. When this happens, the communication takes place. The communication is done through the teachers' and students' talks. Both of them have the opportunity to speak in the class so that the interaction between them occurs naturally.

- 2) The teachers' scaffolding talks also have speech functions performed in the teachers' scaffolding talks. The speech functions performed by the teachers of Reading IV are elicitation, directive and informative. Those speech functions are performed in the teachers' scaffolding talks because I only observed the teachers scaffolding talks and not the students' talks. The analysis for the speech functions used is done by finding the intention or the aim performed in the teachers' scaffolding talks. The informative is the most widely used of speech functions in the teachers' scaffolding talks made by the Reading IV teachers. The informative has the meaning of passing on ideas, facts, opinions and information to the students. The informative is not always in the interrogative form, but still the aim of it is giving the information. The different form of informative is in declarative or giving statement.
- 3) The linguistic features characterizing the teachers scaffolding talks are material, attributive, verbal, mental, identifying, and existential. The identifying process is mostly applied in the teachers' scaffolding talks and the existential is the least applied in teachers' scaffolding talks. It means that the teachers' scaffolding talks are used to identify something in the talks. The activity of identifying something is shown in the teachers' scaffolding talks because the objective of the identifying process is to identify something. The existential process is done in order to know that something exists in the teachers' scaffolding talks.

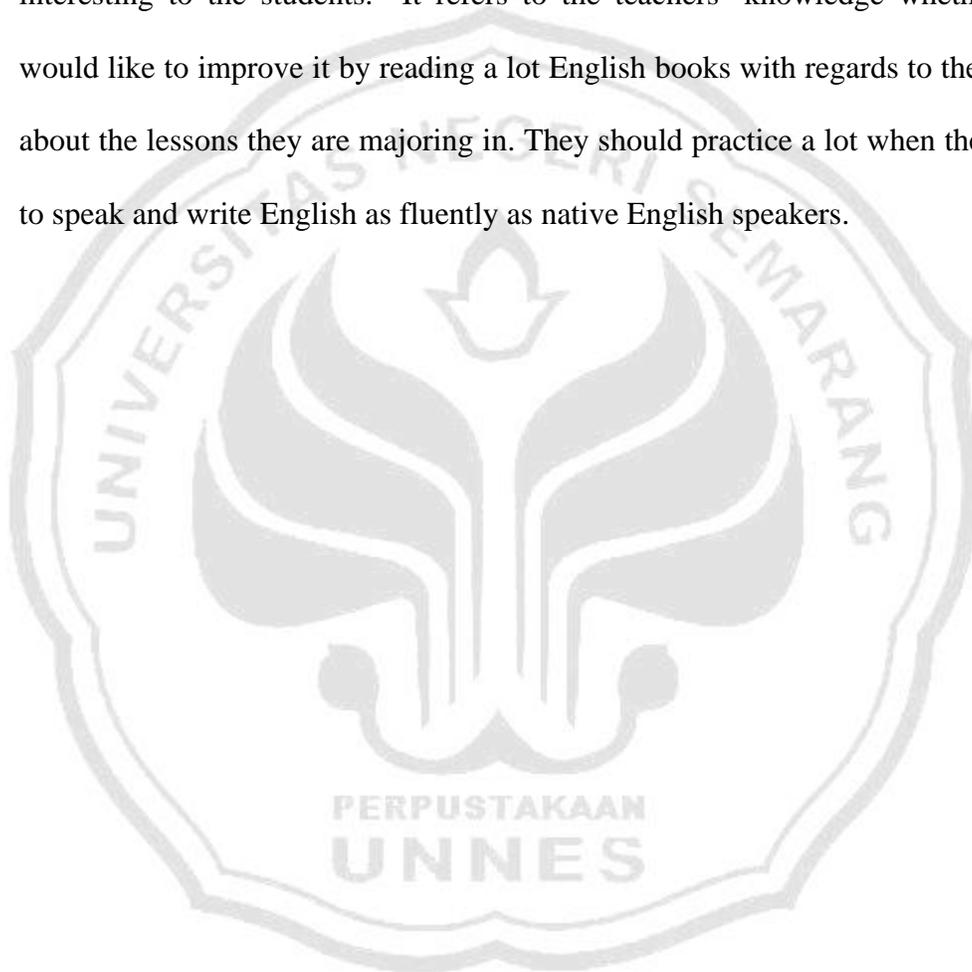
B. Pedagogical Implications

There are some pedagogical implications that can be found from this study as follows:

- 1) The teachers of Reading IV could be good models for the students. They are expected to speak English fluently like the English native speakers. They can be good models as teachers since they are novice teachers they have been practicing to teach in the classroom. In order to be good models for the students, the teachers of Reading IV should improve their ability in speaking English so that their students will imitate them. Not only improving their ability but also joining the teachers' training program held by teachers' institution in order to develop their ability so that at the end of the program they will know how to be good models as Reading teachers for their students.
- 2) The teachers of Reading IV should vary their scaffolding talks because the students could be bored if the teachers give them questions all the time. The teachers should know the variation in teachers' scaffolding talks in order to help the students understand the topic discussed. The variety is shown in the speech functions performed in the teachers' scaffolding talks. The speech functions should be varied according to the objective of the talks. This condition needs to be taken care of as the non native English teachers, they are expected to speak English fluently and naturally as closely as the native English speakers. They can achieve this if only they have strong motivation and never stop practicing their ability in teaching English lessons. By practicing a lot to speak and write English, their English will improve. They can also make a group discussion among English

teachers and converse with the native English speakers to improve their knowledge in English.

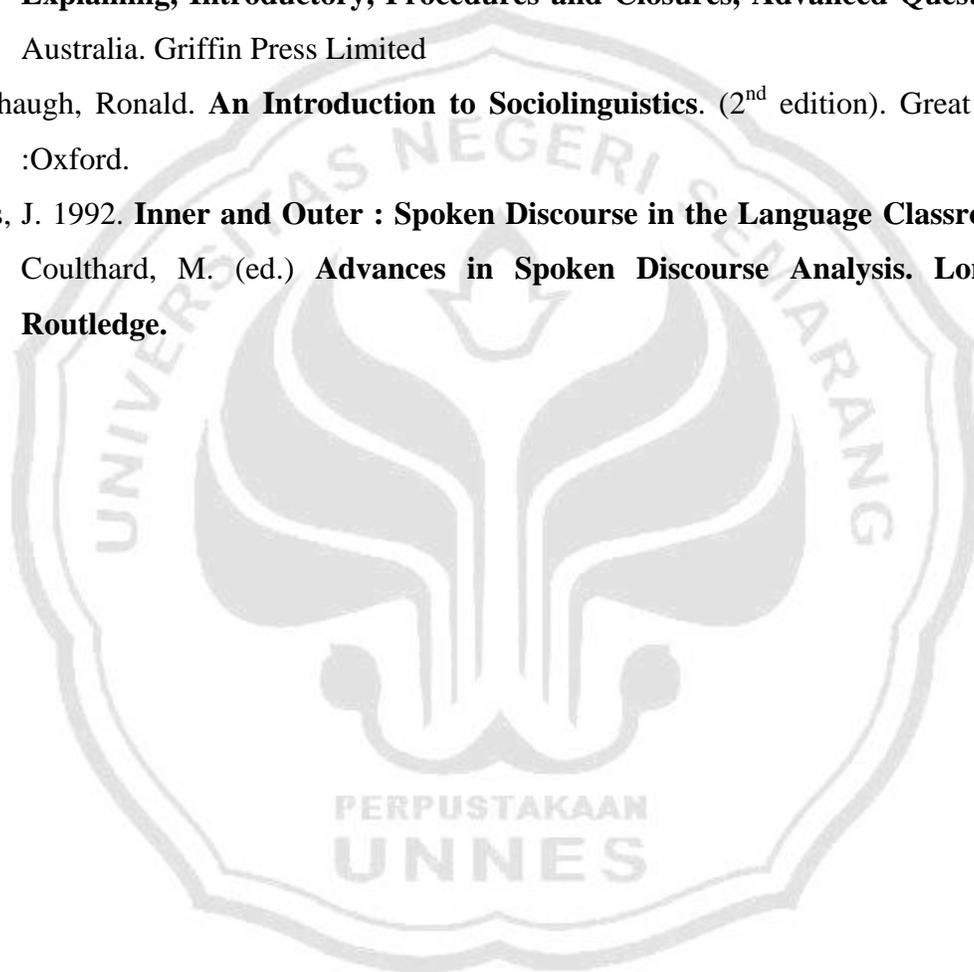
- 3) The Reading IV teachers should know the linguistic features which characterizing the teachers' scaffolding talks. The linguistic features are also the important element in analyzing the teachers' scaffolding talks. The teachers should know about the linguistic features in order to make the teachers' scaffolding talks more interesting to the students. It refers to the teachers' knowledge whether they would like to improve it by reading a lot English books with regards to the theory about the lessons they are majoring in. They should practice a lot when they want to speak and write English as fluently as native English speakers.



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A. Data Transcription

Participant 1: (1st turn)

- T** : Good morning everybody. How are you today?
- C** : Good morning mam. We're fine, and how about you?
- T** : I'm fine too, thank you.
- T** : Today we're going to discuss an implied main idea. I want you to remember what is a MI. Now, what is a main idea, Taufik?
- St1** : Gagasan pokok.
- T** : In English, please. What is a main idea?
- St1** : I don't know.
- T** : We have discussed it before your mid term test. Now, please try to remember what a main idea is.
- St1** : A central point of a passage. (reading from the book)
- T** : Ok, good even though you read from the book.
- T** : Dicky, what is a topic sentence?
- St2** : The main sentence of a paragraph.
- T** : Do you still remember the umbrella which has TS and SD, Dicky?
(the teacher draws the umbrella on the board)
- St2** : Yes, mam.
- T** : Ok. What is a topic sentence?
- St2** : TS is the visualization of the MI.
- T** : It is the appearance of the MI. That's a good answer. We know that there are two types of MI namely stated and implied MI. We have discussed the stated MI. Now we're going to discuss the implied MI. What if the main idea is implied? How can we find it in a paragraph?
- T** : Let's start by trying to find out the meaning of implied. What is the meaning of implied, Ivan?
- St3** : Tidak tercantum dalam paragraph.
- T** : Say it in English, please?
- St3** : Not stated.

T : Yes, that's right. Implied means not stated so the implied MI means that the MI is not stated. Now, how can we find the implied MI?

St4 : We have to find the details first.

T : After we find the details, what is the next step?

St4 : Let the details support the MI.

T : The details do not support the MI but let the details decide the MI. Let's say that if a paragraph doesn't have the MI or have an implied MI, what we have to do is finding the SD and then let the SD decide the MI.

: Are there any differences between MI and topic?

C : Silence

T : Are there any differences between MI and topic in a paragraph?

St5 : Yes. According to the book MI is the central point of a passage while topic is the subject of what a selection is about.

T : That's good, Erni. But, can a MI become the topic of a paragraph?

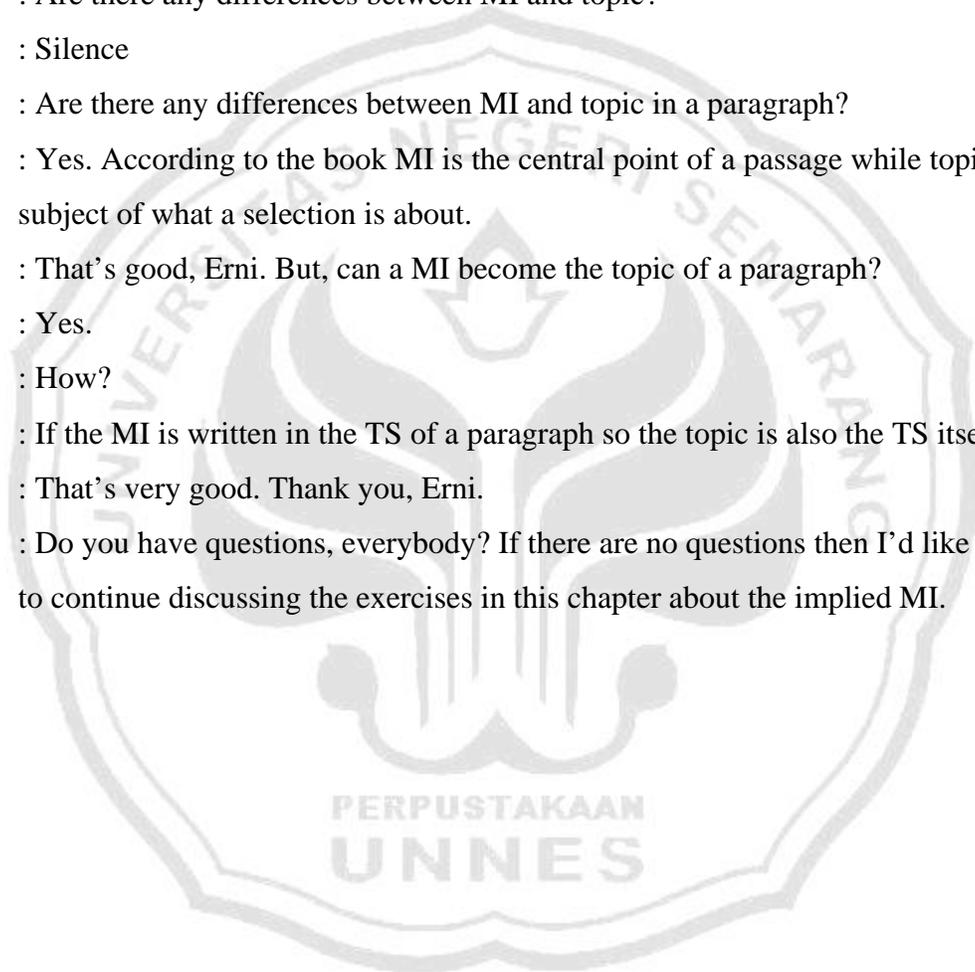
St5 : Yes.

T : How?

St5 : If the MI is written in the TS of a paragraph so the topic is also the TS itself.

T : That's very good. Thank you, Erni.

: Do you have questions, everybody? If there are no questions then I'd like to continue discussing the exercises in this chapter about the implied MI.



Participant 2 : (1st turn)

T : Good morning everybody?

C : Good morning, mam.

T : How are you today?

C : Fine, thanks.

T : Can we start the lesson now?

C : Yes, mam.

T : Thank you. Now, open your book on chapter 6. We're going to discuss implied MI. Before we start the lesson, I'd like to ask some questions to you.

: Fredy, what is a MI?

St1 : Unstated or implied.

T : No...no...no....I'm not asking you the meaning of implied but what a MI is.

St1 : (reading from a book) MI is the central point.

T : The central point of what?

St1 : Of a passage.

T : Yes.

: Now, Nikolaus, what is a topic?

St2 : The appearance of...

T : Of what?

St2 : Of MI.

T : That's called a TS and not a topic. My question is what is a topic and not a TS?

St2 : I forget, mam.

T : Nikolaus, do you think topic is the same as MI?

St2 : No, mam.

T : So they are different. Can you find the differences between them?

St2 : I don't know.

T : Can I say that topic is similar to the theme?

St2 : Yes, mam.

T : What does it mean?

- St2** : The theme maybe is the subject of a paragraph.
- T** : Yes, it is. So the topic is also the subject of the paragraph. According to the book that topic is the subject that a selection is about. The topic can't be too broad or too narrow.
- : Now, what is an implied MI?
- St3** : The MI is not stated in the paragraph.
- T** : Yes, that's right. The idea is implied or it is not stated in a paragraph. Next, how can we find the MI if it is implied?
- St4** : We read the sentence and conclude it.
- T** : It is conclude and not conclude. Now what we conclude?
- St4** : Conclude the sentences and make the MI.
- T** : Well, almost right. Who can help your friend Aji?
- St5** : Maybe not the sentences but the point.
- T** : What point?
- St5** : The sentences that are located near the MI.
- T** : Yes, but it is still not very clear. Dromi, do you know how to find the implied MI in a paragraph?
- St5** : Make conclusion.
- T** : Make conclusion of what?
- St5** : Of a passage.
- T** : A passage or a paragraph?
- St5** : A paragraph.
- T** : From what part of a paragraph that we can draw conclusion?
- St5** : I have no idea, mam.
- T** : Pungki, can you help him?
- St6** : From the SD, mam.
- T** : Yes, that's a good answer. We can find the MI by finding the SD and let the SD decide the MI. Do you understand now? Do you have questions?
- C** : No.
- T** : Now, open your book and let's see whether you can answer the problems or not.

Participant 3: (1st turn)

T : Good evening, everybody.

C : Good evening, mam.

T : Do you still have energy to have a lecture tonight?

C : We hope so, mam.

T : Ok. Our topic tonight is about the implied MI. Do you still remember what is a MI?

St1 : MI is the central point of a passage.

T : That's good Lukas. Now, what is the meaning of implied?

St2 : Implied means it is not written.

T : Implied means it is not stated.

: As you know that there are two types of MI namely stated and unstated or implied. Our topic is the implied MI. Next, how can we find the implied MI in a paragraph?

St3 : Maybe by decide the MI.

T : It is by deciding the MI. How can we decide the MI in a paragraph?

St3 : By reading the TS.

T : Not by reading the TS but by finding the TS. Since you mention the TS, what is it?

St3 : The MI.

T : Is MI always the TS of a paragraph?

St3 : Maybe.

T : What is a TS then?

St4 : The MI usually appears in the TS.

T : Yes, that's right. Back to our discussion, how can we find the implied MI?

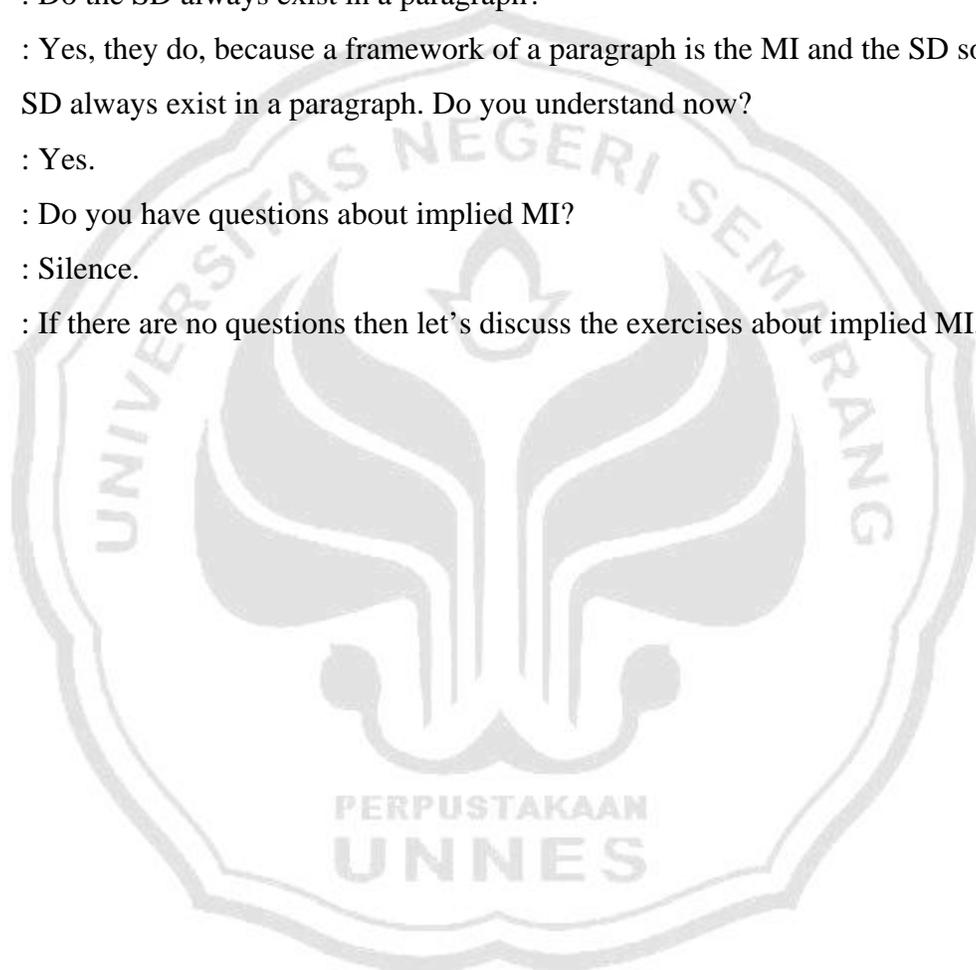
St5 : Maybe by making conclusion from the TS.

T : Not from the TS but from what part of a paragraph?

St5 : I don't know.

T : Everybody, do you know the content of a paragraph? Do you still remember the umbrella?

- St6** : Yes, mam. The content of a paragraph is the MI and SD.
- T** : Yes, you're right. Now, how can we find the MI if it is implied?
- St6** : Maybe by looking at the SD.
- T** : It is not looking at but finding the SD. After finding the SD what do we have to do next?
- St6** : We infer from the SD to decide the MI.
- T** : We don't infer but we make conclusion from the SD. It means that we let the SD decide the MI.
- St7** : Do the SD always exist in a paragraph?
- T** : Yes, they do, because a framework of a paragraph is the MI and the SD so the SD always exist in a paragraph. Do you understand now?
- C** : Yes.
- T** : Do you have questions about implied MI?
- C** : Silence.
- T** : If there are no questions then let's discuss the exercises about implied MI.



Participant 1: (2nd turn)

T : Good morning, everybody.

C : Good morning, mam.

T : Today we are going to discuss the next chapter that is more about SD. Open your book on chapter 7. My first question, what is a SD?

C : Silence.

T : I hope you have read this chapter at home as I told you last week. What is a SD? Does somebody can answer it?

St1 : The details that support the MI.

T : Yes. Now how many types of SD?

St2 : Two.

T : Ok, what are they.

C : Major and minor SD.

T : Now, what is a major SD?

St2 : A major SD is the primary points that support the MI.

T : Good. Next, what is a minor SD then?

St3 : A minor SD is more information which supports major SD.

(the teachers draws a bone as the MI and the flesh as the major and minor SD)

T : Everybody, if you want to make a paragraph you need a framework and it consists of MI and SD. There are two ways to find the major SD. How?

St4 : By finding the opening phrase and addition words.

T : Yes, I see. Next what is an opening phrase?

St5 : I don't know.

T : Try again.

St5 : To open a paragraph maybe.

T : Yes. According to the book an opening phrase often contain a MI and a list of SD. What is the function of an opening phrase?

St6 : An opening phrase often alert you to what type of detail to watch for. (reading from the book).

T : Yes, of course. Now, the next step in finding major SD is by finding the addition words. What kinds of addition words then?

St7 : Like conjunction.

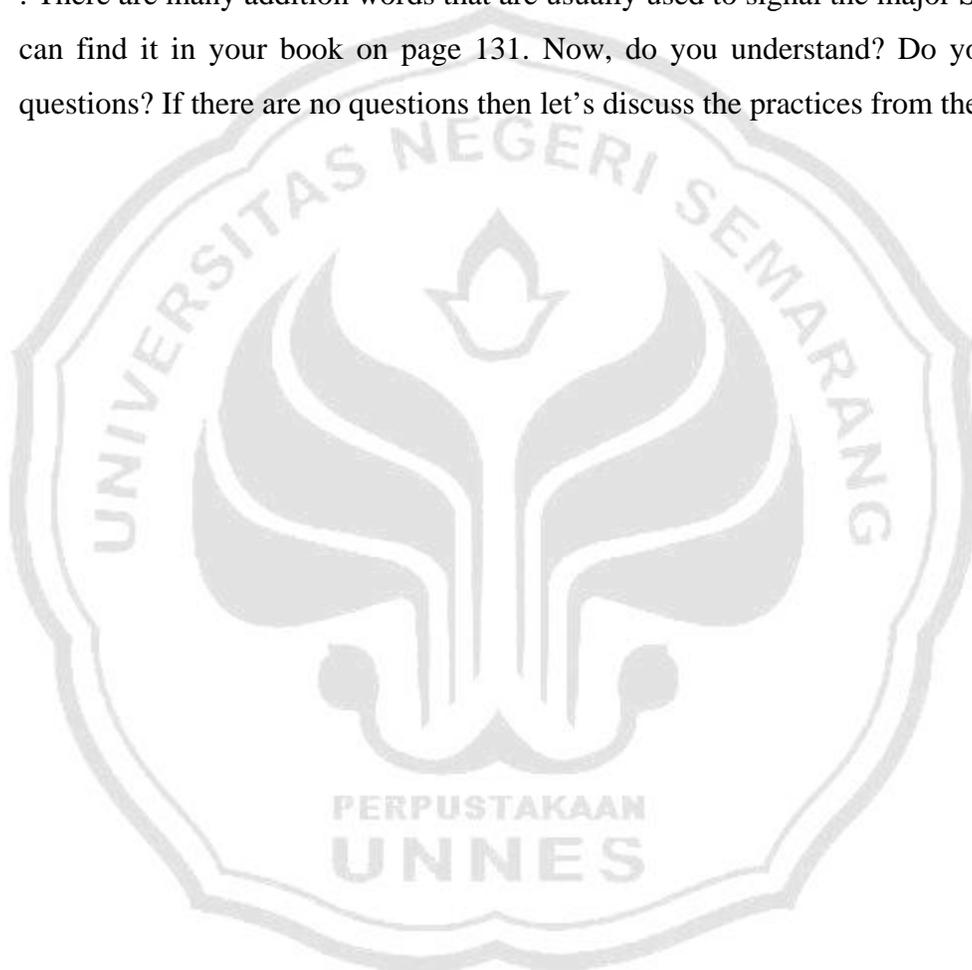
T : Yes, can you give some examples?

St7 : For examples like and, but, also.

T : Well, there are many kinds of conjunctions used but not *and* and *but*. We can use also, next, furthermore, and so on. Can we include first, second, at last, finally?

St7 : Yes.

T : There are many addition words that are usually used to signal the major SD. You can find it in your book on page 131. Now, do you understand? Do you have questions? If there are no questions then let's discuss the practices from the book.



Participant 2 : (2nd turn)

T : Good morning everybody. How are you today?

C : Morning mam. I'm fine. What about you?

T : I'm fine, too, thank you. Do you still remember the next topic that we're going to discuss? What is it?

St1 : More about SD.

T : Yes. Now, have you read it at home? I've given the material to you last week.

C : Not yet.

T : Well, I've told you last week to read it at home so if you said that you haven't read it yet you will not know about the topic that we are going to discuss today.

C : Silence.

T : Ok, I'd like to start by asking you the question. How many types of SD do you know?

C : Silence.

T : Come on. How many types of SD do you know, Ika?

St1 : Two.

T : What are they?

St1 : Major and minor.

T : Yes. Now can you define both of them?

St1 : Major SD is primary points that support the MI and minor SD is more information about major SD.

T : Yes, I see that you read from the book. Ok, next is how to find the major SD, Novi?

St2 : From the opening phrase and addition words.

T : How can we find the opening phrase?

St2 : Maybe from the TS.

T : No. Not from the TS. From what part of paragraph?

St3 : From the sentences at the beginning of the paragraph.

T : Yes, it can be. Does it always a sentence?

St3 : Not always.

- T** : If it is not always a sentence then what are they?
- St3** : A phrase to introduce the major SD.
- T** : Yes. Can you mention the kind of opening phrase?
- St4** : Can I read from the book?
- T** : Yes, it's okay.
- St4** : For examples several kinds of, several characteristics, a few reason, etc.
- T** : Yes. Now, let's take one for instance *four steps*. When we find the phrase 'four steps' what does it mean?
- St5** : Its mean...
- T** : It means...
- St5** : Yes, it means that there are four steps as the details.
- T** : Yes, that's good. Next is by finding the addition words. Can you give me example?
- St6** : Like one, first, finally, etc.
- T** : Yes. Those words are addition words to signal that there are major SD around. Ok, can a passage have opening phrase and addition words?
- C** : Silence.
- T** : Does anyone can answer my question?
- St7** : Yes, maybe.
- T** : It is yes because a passage often use two signals to find the major SD. Now, do you understand?
- C** : Yes.
- T** : Do you have questions?
- C** : No.
- T** : Okay, let's do the exercises from the book.

Participant 3 : (2nd turn)

T : Good evening everybody?

C : Evening mam.

T : OK, open your book on chapter 7. We're going to discuss more about SD. Now, how many types of SD?

St1 : Two.

T : Yes, can you mention it?

St1 : Major and minor SD.

T : Yes. Next is what is a major SD?

St2 : Primary points that support the MI.

T : Yes. Now, what is a minor SD?

St3 : Not the primary points.

T : What do you mean?

St3 : I mean that minor SD is not important.

T : Why it is not important?

St3 : Because it is not primary points.

T : Well, you're wrong. Minor SD is also important because minor SD provide more information about major SD. Do you get it?

St3 : Yes.

T : Ok, now, how can we find the major SD?

St4 : Searching the SD from the paragraph.

T : Yes, but how?

St5 : By finding the opening phrase and addition words.

T : Yes. Now, what is the opening phrase and what are the addition words?

St5 : The opening phrase often tells you that a series of details is coming and addition words often introduce each of details.

T : Yes, you read it from the book. It's ok. Now, open your book on page 129 and 131. You can find examples about opening phrase and addition words. Any questions?

C : Silence.

T : Do you have question?

C : No.

T : If you don't have questions so you have to do the practices from the book ok. Do it now please.



B. Teachers' Main Talks and Teachers' Scaffolding Talks

Interaction Participant 1 (1st turn)

Speaker	Scaffolding	Main
T		Today we're going to discuss implied Main Idea (MI). I want you to remember what is a MI. Now, what is a MI, Taufik?
S		Gagasan pokok.
T	In English, please.	
		What is a MI?
S		I don't know.
T	We have discussed it before your mid term test.	
		Now, please try to remember what a MI is.
S		A central point of a passage
T	Ok, good even though you read from the book.	
		Dicky, what is a Topic Sentence (TS)?
S		The main sentence of a paragraph.
T	Do you still remember the umbrella which has TS and Supporting Details (SD), Dicky?	
S		Yes, mam.
T		Ok. What is a TS?
S		The visualization of the MI.
T		It is the appearance of the MI. That's a good answer. We know that there are two types of MI namely stated and implied MI.
	We have discussed the stated MI.	
		Now, we're going to discuss the implied MI. What if the MI is implied? How can we find it in a paragraph?
	Let's start by trying to find out the meaning of implied. What is the meaning of implied, Ivan?	
S		Tidak tercantum dalam paragraph.
T	Say it in English, please.	
S		Not stated.
T		Yes, that's right. Implied means not stated so the implied MI

		means that the MI is not stated.
	Now, how can we find the implied MI?	
S		We have to find the details first.
T	After we find the details, what is the next step?	
S		Let the details support the MI.
T	The details do not support the MI but let the details decide the MI.	
		Let's say that if a paragraph doesn't have the MI or have an implied MI, what we have to do is finding the SD and then let the SD decide the MI.
	Are there any differences between MI and topic?	
C		Silence.
T	Are there any differences between MI and a topic in a paragraph?	
S		Yes. According to the book MI is the central point of a passage while topic is the subject of what a selection is about.
T		That's good, Erni.
	But can a MI become the topic of a paragraph?	
S		Yes.
T	How?	
S		If the MI is written in the TS of a paragraph so the topic is also the TS itself.
T		That's very good. Thank you, Erni.
	Do you have questions, everybody? If there are no questions then I'd like to continue discussing the exercises in this chapter about the implied MI.	

Interaction Participant 2 (1st turn)

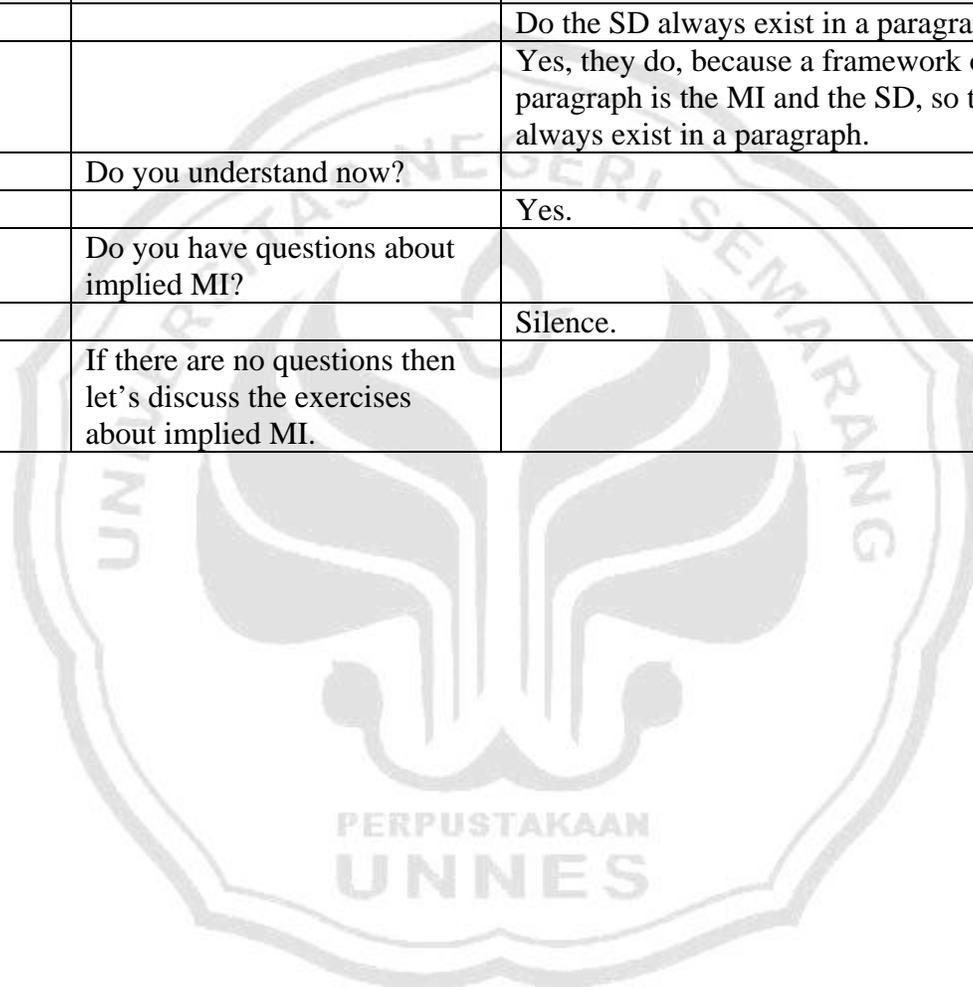
Speaker	Scaffolding	Main
T	Can we start the lesson now?	
C		Yes, mam.
T		Thank you.
	Now, open your book on chapter 6.	
		We're going to discuss implied MI.
	Before we start the lesson, I'd like to ask some questions to you.	
		Fredy, what is a MI?
S		Unstated or implied.
T	No...no...no...I'm not asking you the meaning of implied but what a MI is.	
S		MI is the central point.
T	The central point of what?	
S		Of a passage.
T		Yes.
		Now, Nikolaus, what is a topic?
S		The appearance of...
T	Of what?	
S		Of MI.
T	That's called a TS and not a topic.	
		My question is what is a topic and not a TS?
S		I forget, mam.
T	Nikolaus, do you think topic is the same as MI?	
S		No, mam.
T	So, they are different. Can you find the differences between them?	
S		I don't know.
T	Can I say the topic is similar to the theme?	
S		Yes, mam.
T	What does it mean?	
S		The theme maybe is the subject of a paragraph.
T		Yes, it is.
	So the topic is also the subject of	

	the paragraph.	
		According to the book that topic is the subject that a selection is about. The topic can't be too broad or too narrow.
		Now what is an implied MI?
S		The MI is not stated in a paragraph.
T		Yes, that's right. The idea is implied or it is not stated in a paragraph.
	Next, how can we find the MI if it is implied?	
S		We read the sentence and conclude it.
T	It is conclude and not conclude. Now what we conclude?	
S		Conclude the sentences and make the MI.
T		Well, almost right. Who can help your friend Aji?
S		Maybe not the sentences but the point.
T	What point?	
S		The sentences that are located near the MI.
T		Yes, but it is still not very clear. Dromi, do you know how to find the implied MI in a paragraph?
S		Make conclusion.
T	Make conclusion of what?	
S		Of a passage.
T	A passage or a paragraph?	
S		A paragraph.
T	From what part of paragraph that we can draw conclusion?	
S		I have no idea, mam.
T		Pungki, can you help him?
S		From the SD, mam.
T		Yes, that's a good answer. We can find the MI by finding the SD and let the SD decide the MI.
	Do you understand now? Do you have questions?	
S		No.
T	Now, open your book and let's see whether you can answer the problems or not.	

Interaction Participant 3 (1st turn)

Speaker	Scaffolding	Main
T		Ok, our topic tonight is about the implied MI.
	Do you still remember what is a MI?	
S		MI is the central point of a passage.
T		That's good, Lukas.
	Now, what is the meaning of implied?	
S		Implied means it is not written.
T	Implied means it is not stated.	
		As you know that there are two types of MI namely stated and unstated or implied. Our topic is the implied MI.
	Next, how can we find the implied MI in a paragraph?	
S		Maybe by decide the MI.
T	It is by deciding the MI.	
		How can we decide the MI in a paragraph?
S		By reading the TS.
T	Not by reading the TS but by finding the TS. Since you mention the TS, what is it?	
S		The MI.
T	Is MI always the TS of a paragraph?	
S		Maybe.
T	What is a TS then?	
S		The MI usually appears in the TS.
T		Yes, that's right. Back to our discussion, how can we find the implied MI?
S		Maybe by making conclusion from the TS.
T	Not from the TS but from what part of a paragraph?	
S		I don't know.
T	Everybody, do you know the content of a paragraph? Do you still remember the umbrella?	
S		Yes, mam. The content of a paragraph is the MI and SD.

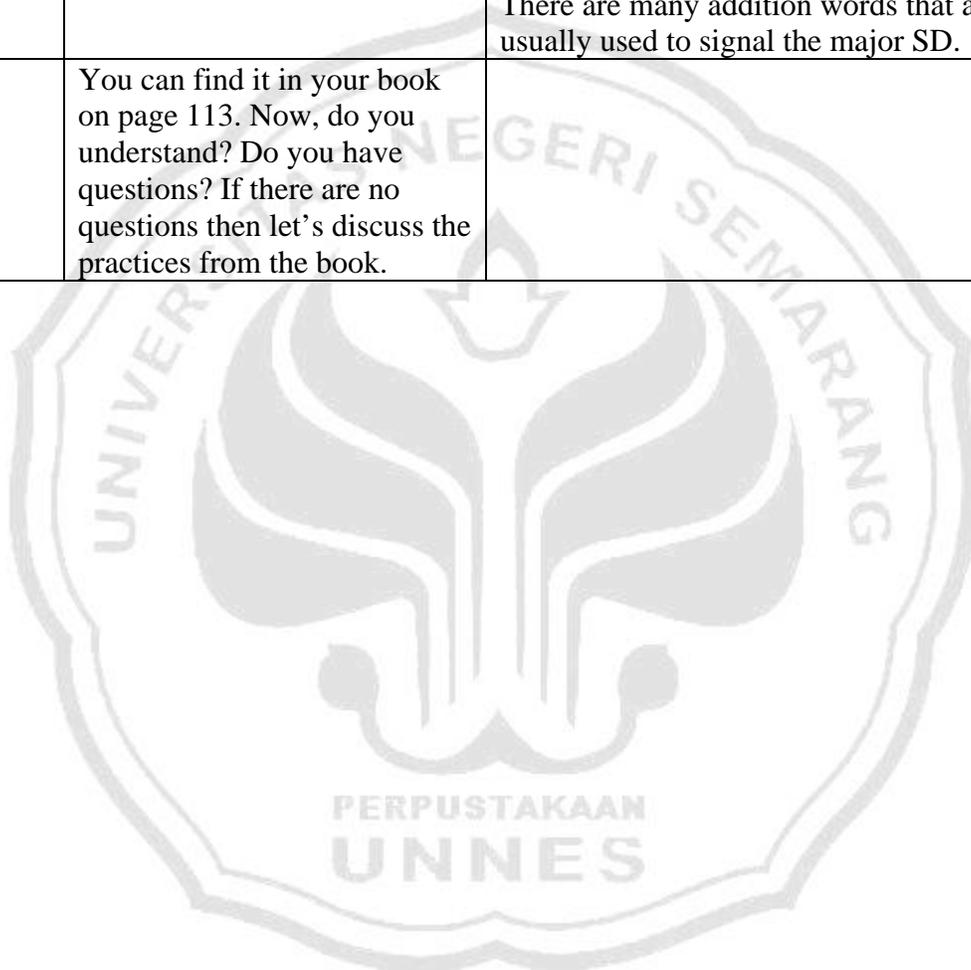
T		Yes, you're right.
	Now, how can we find the MI if it is implied?	
S		Maybe by looking at the SD.
T	It is not looking at but finding the SD.	
		After finding the SD what do we have to do next?
S		We infer from the SD to decide the MI.
T	We don't infer but we make conclusion from the SD.	
		It means that we let the SD decide the MI.
S		Do the SD always exist in a paragraph?
T		Yes, they do, because a framework of a paragraph is the MI and the SD, so the SD always exist in a paragraph.
	Do you understand now?	
S		Yes.
T	Do you have questions about implied MI?	
C		Silence.
T	If there are no questions then let's discuss the exercises about implied MI.	



Interaction Participant 1 (2nd turn)

Speaker	Scaffolding	Main
T		Today we're going to discuss the next chapter that is more about SD.
	Open your book on chapter 7.	
		My first question, what is a SD?
C		Silence.
T	I hope you read this chapter at home as I told you last week.	
		What is a SD?
	Does somebody can answer it?	
S		The details that support the MI.
T		Yes. Now, how many types of SD?
S		Two.
T	Ok, what are they?	
C		Major and minor SD.
T		Now, what is a major SD?
S		A major SD is the primary points that support the MI.
T		Good. Next, what is a minor SD then?
S		A minor SD is more information which supports major SD.
T	Everybody, if you want to make a paragraph you need a framework and it consists of MI and SD.	
		There are two ways to find the major SD.
	How?	
S		By finding the opening phrase and addition words.
T		Yes, I see. Next, what is an opening phrase?
S		I don't know.
T	Try again.	
S		To open a paragraph maybe.
T		Yes. According to the book an opening phrase often contain a MI and a list of SD.
	What is the function of an opening phrase?	
S		An opening phrase often alert you to what type of detail to watch for.
T		Yes, of course. Now, the next step in finding major SD is by finding the addition

		words. What kinds of addition words then?
S		Like conjunction.
T	Yes, can you give some examples?	
S		For examples like, and, but, also.
T	Well, there are many kinds of conjunctions used but not <i>and</i> and <i>but</i> .	
		We can use also, next, furthermore, and so on. Can we include first, second, at last, finally?
S		Yes.
T		There are many addition words that are usually used to signal the major SD.
	You can find it in your book on page 113. Now, do you understand? Do you have questions? If there are no questions then let's discuss the practices from the book.	



Interaction Participant 2 (2nd turn)

Speaker	Scaffolding	Main
T	Do you still remember the next topic that we're going to discuss? What is it?	
S		More about SD.
T		Yes.
	Now, have you read it at home? I've given the material to you last week.	
S		Not yet.
T	Well. I've told you last week to read it at home so if you said that you haven't read it yet you will not know about the topic that we are going to discuss today.	
C		Silence.
T	Ok, I'd like to start by asking you the question.	
		How many types of SD do you know?
C		Silence.
T		Come on. How many types of SD do you know, Ika?
S		Two.
T	What are they?	
S		Major and minor.
T		Yes.
	Now can you define both of them?	
S		Major SD is the primary points that support the MI and minor SD is more information about major SD.
T		Yes, I see that read from the book.
	Ok, next is how to find the major SD, Novi?	
S		From the opening phrase and addition words.
T		How can we find the opening phrase?
S		Maybe from the TS.
T		No. Not from the TS.
	From what part of paragraph?	
S		From the sentences at the beginning of the paragraph.
T		Yes, it can be.

	Does it always a sentence?	
S		Not always.
T	If it is not always a sentence then what are they?	
S		A phrase to introduce the major SD.
T		Yes. Can you mention the kind of opening phrase?
S		Can I read from the book?
T		Yes, it's okay.
S		For examples several kinds of, several characteristics, a few reason, etc.
T		Yes.
	Now, let's take one for instance four steps. When we find the phrase 'four steps' what does it mean?	
S		Its mean...
T	It means...	
S		Yes, it means that there are four steps as the details.
T		Yes, that's good.
		Next is by finding the addition words.
	Can you give me example?	
S		Like one, first, finally, etc.
T		Yes. Those words are addition words to signal that there are major SD around.
	Ok, can a passage have opening phrase and addition words?	
C		Silence.
T	Does anyone can answer my question?	
S		Yes, maybe.
T		It is yes because a passage often use two signals to find the major SD.
	Now, do you understand?	
C		Yes.
T	Do you have questions?	
C		No.
T	Okay, let's do the exercises from the book.	

Interaction Participant 3 (2nd turn)

Speaker	Scaffolding	Main
T	OK, open your book on chapter	
		We're going to discuss more about SD. Now, how many types of SD?
S		Two.
T	Yes, can you mention it?	
S		Major and minor SD.
T		Yes. Next is what is a major SD?
S		Primary points that support the MI.
T		Yes. Now, what is a minor SD?
S		Not the primary points.
T	What do you mean?	
S		I mean that minor SD is not important.
T	Why it is not important?	
S		Because it is not primary points.
T	Well, you're wrong.	
		Minor SD is also important because minor SD provide more information about major SD. Do you get it?
S		Yes.
T	Ok, now, how can we find the major SD?	
S		Searching the SD from the paragraph?
T	Yes, but how?	
S		By finding the opening phrase and addition words.
T		Yes. Now, what is the opening phrase and what are the addition words?
S		The opening phrase often tells you that a series of details is coming and addition words often introduce each of details.
T		Yes, you read it from the book. It's ok.
	Now, open your book on page 129 and 131.	
		You can find examples about opening phrase and addition words. Any questions?
C		Silence.
T	Do you have questions?	
C		No.
T	If you don't have questions so you have to do the practice from the book ok. Do it now please.	

C. Speech Functions Performed in Teachers' Scaffolding Talks

Speech Function Analysis Participant 1 (1st turn)

Teacher's scaffolding talks	Speech functions used
In English, please.	Elicitation
We have discussed it before your mid term test.	Directive
Ok, good even though you read it from the book.	Directive
Do you still remember the umbrella which has TS and SD, Dicky?	Informative
We have discussed the stated MI.	Directive
Let's start by trying to find out the meaning of implied.	Informative
What is the meaning of implied?	Informative
Say it in English, please.	Elicitation
Now, how can we find the implied main idea?	Informative
After we find the details, what is the next step?	Informative
The details do not support the MI but let the details decide the MI.	Directive
Are there any differences between MI and a topic?	Informative
Are there any differences between MI and a topic in a paragraph?	Informative
But can a main idea become the topic sentence of a paragraph?	Informative
How?	Informative
Do you have questions, everybody?	Elicitation
If there are no questions then I'd like to continue discussing the exercises in this chapter about the implied MI.	Directive

**Speech Function Analysis
Participant 2 (1st turn)**

Teacher's scaffolding talks	Speech functions used
Can we start the lesson now?	Elicitation
Now, open your book on chapter 6	Directive
Before we start the lesson, I'd like to ask some questions to you.	Directive
No...no...no...I'm not asking you the meaning of implied but what a main idea is.	Informative
The central point of what?	Informative
Of what?	Informative
That's called a topic sentence and not a topic.	Directive
Nikolaus, do you think topic is the same as main idea?	Informative
So, they are different	Directive
Can you find the differences between them?	Informative
Can I say the topic is similar to the theme?	Informative
What does it mean?	Informative
So the topic is also the subject of the paragraph?	Informative
Next, how can we find the main idea if it is implied?	Informative
It is conclude and not conclude.	Directive
Now what we conclude?	Informative
What point?	Informative
Make conclusion of what?	Informative
A passage or a paragraph?	Informative
From what part of paragraph that we can draw conclusion?	Informative
Do you understand now?	Elicitation
Do you have questions?	Elicitation
Now, open your book and let's see whether you can answer the problems or not.	Directive

**Speech Function Analysis
Participant 3 (1st turn)**

Teacher's scaffolding talks	Speech functions used
Do you still remember what is a main idea?	Elicitation
Now, what is the meaning of implied?	Informative
Implied means it is not stated.	Directive
Next, how can we find the implied MI in a paragraph?	Informative
It is by deciding the MI.	Directive
Not by reading the TS but by finding the TS.	Directive
Since you mention the TS, what is it?	Informative
Is MI always the TS of a paragraph?	Elicitation
What is a TS then?	Elicitation
Not from the TS but from what part of a paragraph?	Informative
Everybody, do you know the content of a paragraph?	Elicitation
Do you still remember the umbrella?	Elicitation
Now, how can we find the MI if it is implied?	Informative
It is not looking at but finding the SD.	Directive
We don't infer but we make conclusion from the SD.	Directive
Do you understand now?	Elicitation
Do you have questions about implied MI?	Elicitation
If there are no questions then let's discuss the exercises about implied MI.	Directive

**Speech Function Analysis
Participant 1 (2nd turn)**

Teacher's scaffolding talks	Speech functions used
Open your book on chapter 7.	Directive
I hope you have read this chapter at home as I told you last week.	Directive
Does somebody can answer it?	Elicitation
Ok, what are they?	Informative
Everybody, if you want to make a paragraph you need a framework and it consists of MI and SD.	Directive
How?	Informative
Try again.	Elicitation
What is the function of an opening phrase?	Informative
Yes, can you give some examples?	Informative
Well, there are many kinds of conjunctions used but not <i>and</i> and <i>but</i> .	Directive
You can find it in your book on page 113.	Directive
Now do you understand?	Elicitation
Do you have questions?	Elicitation
If there are no questions then let's discuss the practices from the book.	Directive

**Speech Function Analysis
Participant 2 (2nd turn)**

Teacher's scaffolding talks	Speech functions used
Do you still remember the next topic that we're going to discuss?	Elicitation
What is it?	Elicitation
Now, have you read it at home?	Elicitation
I've given the material to you last week.	Elicitation
Well, I've told you last week to read it at home so if you said that you haven't read it yet you will not know about the topic that we are going to discuss today.	Elicitation
Ok. I'd like to start by asking you the question.	Directive
What are they?	Informative
Now can you define both of them?	Informative
Ok, next is how to find the major SD, Novi?	Informative
From what part of paragraph?	Informative
Does it always a sentence?	Elicitation
If it is not always a sentence then what are they?	Informative
Now, let's take one for instance four steps.	Directive
When we find the phrase 'four steps' what does it mean?	Informative
It means...	Directive
Can you give me example?	Informative
Ok, can a passage have opening phrase and addition words?	Elicitation
Does anyone can answer my problem?	Elicitation
Now, do you understand?	Elicitation
Do you have questions?	Elicitation
Okay, let's do the exercises from the book.	Directive

**Speech Function Analysis
Participant 3 (2nd turn)**

Teacher's scaffolding talks	Speech functions used
Ok, open your book on chapter 7.	Directive
Yes, can you mention it?	Informative
What do you mean?	Elicitation
Why it is not important?	Informative
Well, you're wrong.	Directive
Ok, now, how can we find the major supporting details?	Informative
Yes, but how?	Informative
Now, open your book on page 129 and 131.	Directive
Do you have questions?	Elicitation
If you don't have questions so you have to do the practice from the book, ok.	Directive
Do it now, please.	Directive

