TEACHERS' SCAFFOLDING TALK IN ENGLISH CLASS AT MADRASAH TSANAWIYAH

(A Descriptive Study of Teachers'TalkatMTsNWirosariGrobogan in the Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

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The whole of this thesis is definitely my own work, except certain parts that the sources are referenced.

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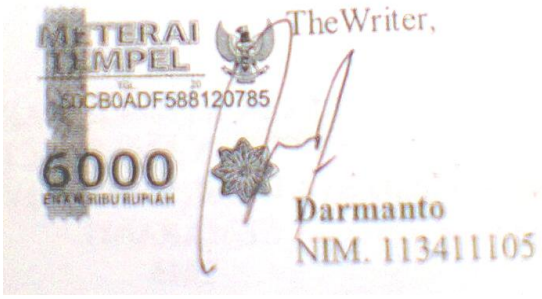

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ABSTRACT

Darmanto (113411105) (Teachers' Scaffolding Talk in English Class at Madrasah Tsanawiyah : A Descriptive Study of Teachers' Talk at MTsNWirosariGrobogan in the Academic Year of 2014/2015). Thesis, Semarang : Bachelor program of English language education of Walisongo State Islamic University, 2015.

Keywords: Teachers' Scaffolding Talk, Zone of Proximal Development, Mood, Speech Function.

English instruction in junior high school in Indonesia is not like what has been expected by the national curriculum. It can been seen from the level of students competency in speaking English. The students are still difficult to communicate well in using English in communication. One thing that cause this is the orientation of English instruction. Teachers commonly teach English in order that students can answer questions in national examination. So that we often find students with high score in national examination but less competency in expressing spoken English.

To achieve the level of literacy like what the curriculum expects, the role of teachers here are very important. Teacher's talk is crucial importance not only for the organization of the classroom but also for the processes of the acquisition. Because of the importance of teacher's talk, It is possible for second language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential. There are a number of ways in which teachers can assist students in developing language and subject matter knowledge from the interactive, socio-cultural perspective sketched here. One such way that teachers can use to make students participate actively in their own and each other academic development is scaffolding. The basis of scaffolding is social interaction. Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane.

This study is a descriptive study on teachers' scaffolding talks in classroom interaction. It is qualitative study with three English teachers at MTs NegeriWirosari who teach the seventh grade up to the eightgrade. The data of this study were taken from spoken interaction in classroom context between teachers and students. Each teacher was recorded once.

The data were analyzed qualitatively through several stages, that is (1) data transcription, (2) data classification, (3) data analysis to find types of scaffolding talks performed, the linguistic features characterizing the scaffolding talks and speech functions used by the teacher, and (4) data interpretations.

The first result shows that Clarifying students understanding is very dominant in all data analysis. Teachers generally use questions to clarify students' understanding. In other words, the teachers have tendency to ask question more than others technique. Meanwhile, the least type of scaffolding talk used by

teachers is offering explanation. Moreover, certain teacher didn't use this type of scaffolding talk.

The Linguistic features characterizing teachers' scaffolding talk realized in mood. The mood types characterizing the teachers' scaffolding talks are indicative consisting of declaratives and interrogatives. Interrogatives comprise wh-question and yes/no-questions and the last one is imperatives. Wh-questions have the most. The least of teacher B and teacher C is imperatives, but teacher A is declaratives.

The speech functions are also realized in the teachers' scaffolding talks. In this study, the speech functions performed by the teachers in teachers' scaffolding talks are statements, questions and commands. Offer is only one from others.

The most widely used of the speech functions are questions. The teachers use question to clarify understanding and to invite student participant. The questions are often used by the teachers to ask the students to take part in the lesson. Teaching learning activities are often with teachers asking a questions, receiving students response, asking a question of a new student, and so forth.

MOTTO

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللّهُ مَثَلاً كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاء –٢٤–
– تُؤْتِي أُكُلَهَا كُلَّ حِينٍ بِإِذْنِ رَبِّهَا وَيَضْرِبُ اللّهُ الأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ –٢٥

Seest thou not how Allah sets forth a parable? - A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens,- of its Lord. So Allah sets forth parables for men, in order that they may receive admonition.

It brings forth its fruit at all times, by the leave of its Lord. So Allah sets forth parables for men, in order that they may receive admonition.

(QS. Ibrahim, 24-25)

DEDICATION

Idedicatedthis thesis to:

Mylovely wife (Ichwati)andmy angels (AqilahFaiziaHabibah and ZannubaAzmiAzalia) who loving me just the way I am, and giving me support in every steps of my life. You are my inspiration. I love you most

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In the name of Allah, the most gracious and merciful, the king of Universe and space. Thanks to Allah because the writer could accomplish this thesis as one of requirement to finish study in English Department of Education and teacher's training faculty, Walisongo State Islamic University. Shalawat and salam for the prophet Muhammad who has brought us from the darkness to the brightness with Islamic religion.

This thesis has not been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to :

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9. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect, therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, June 30th 2015

The writer,

Darmanto
113411105

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CHAPTER I
INTRODUCTION

I. Background of the Study

Halliday states that education, means enabling people to learn; not just to learn in the natural, common sense ways in which we learn in our daily lives, but to learn in an organized, progressive, and systematic manner according to some generally accepted principles about what people ought to know. In one sense, nothing at all; all education takes place through the medium of language. It doesn't mean alllearning : human beings learn a great deal without the medium of language. But all educational Learning is mediated through language.[1]

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the school in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. So, it doesn't wonder if Indonesian government gives more attention in its curriculum. English is obliged in school from junior high school until university.

The importance of English in Indonesia can also be known in graduate competency standard.English is one of the subject that is examined nationally both in junior and senior high school. The proficiency of English is also required to students who want to continue their study at state university.

In the national curriculum, English instruction in junior high school is targeted that students can achieve functional level that is communicating either spoken or written to solve daily problems. The students hopefully have skill to, *first*, develop their competency in communicating both spoken and written to achieve functional literacy level. *Second*, having awareness about the essence and the important of English to increase national power of

[1] M.A.K Halliday, *Language and Education*, (London : Continuum, 2007), page. 260

compete in global society.*Third*, develop students understanding on relation between language and culture.[2]

MTsNWirosari is one of the school that use national curriculum in teaching learning process. English is one of the subject that is taught. In line with the national curriculum, English is taught four hours a week in every class.Actually, this school has big expectation to develop student's ability in English by giving several programs. But the duration of time that the curriculum give is not sufficient. So that they need to give an additional time outside regular time.

Although they had given additional time to develop student English ability, teachers feel that it is not easy to teach spoken English. Actually, they have tried to speak English as medium of instruction. They want to be model in applying spoken English. Because of the lack of student's proficiency in English, it can not run well. Thus, they use mother tongue as medium of instruction.

In other side, national curriculum system especially in graduate competency standard make it worse. In several years, to graduate from school, student must pass written national examination. It means that the focus of the system only emphasize on written skill. So, the focus of teaching learning process in the classroom is to be mastery on answering written test. As a consequence, many students get good score in written test, but less in spoken language.

The students also face the difficulties if they want to ask and answer questions. Even though teachers 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. Therefore it needs hard work of MTs N Wirosari teachers.

The problem above actually can be understood. To understand why this might be, we need to think about nature of language. Based on the work

[2] The standart competence and basic competence of Junior High School,

of Michael Halliday and other linguists within systematic functional linguistic, language is involved in almost everything we do, and whenever we use there is a context, or to be more precise, two kinds of context. There is, first, *a context of culture* : speakers within the culture share particular assumptions and expectations, so that they are able to take for granted the ways in which things are done. Second, *the context of situation*, the particular occasion on which the language is being used. One of the most fundamental features of language is that it varies according to the context of situation. This context is characterized by three features : 1). What is being talked (or written) about, 2). The relation between the speakers (or writer and reader); and 3). Whether the language is spoken or written. How we use language is determined largely by these contextual features.[3]

It is largely known that the position of English is as a foreign language. Different with Malaysia or Singaporethat use it as a second language. In Indonesia, English is generally learned in school but it isn't used in daily life. Whereas, learning a second language is long and complex undertaking. Moreover English as foreign language. It needs struggle to reach beyond the confines of first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, total physical, intellectual and emotional response are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.[4]

To achieve the level of literacy like what the curriculum expects, the role of teachers here are very important. Teacher is one place where students can ask if they don't understand the lesson. Al-Qur'an also says inQ.S Al Anfal : 43

[3] Pauline Gibbons, *Scaffolding Language, Scaffolding Learning : Teaching Second Language Learners In The Mainstream Classroom,* (Portsmouth : Heinemann, 2002) p. 2

[4] H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition*, (USA : Pearson longman, 2007), page. 1

وَمَا أَرْسَلْنَا مِن قَبْلِكَ إِلاَّ رِجَالاً نُّوحِي إِلَيْهِمْ فَاسْأَلُواْ أَهْلَ الذِّكْرِ إِن كُنتُمْ لاَ تَعْلَمُونَ

And before thee also the apostles We sent were but men, to whom We granted inspiration: if ye realise this not, ask of those who possess the Message. (Al Anfal : 43)[5]

Teacher's talk is crucial importance not only for the organization of the classroom but also for the processes of the acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.[6]

Also, the importance of teacher's talk and its instructional components have been implied by Stern who claims that the language teacher's capability of teaching is determined by language background, previous language teaching experience and formulated theoretical presuppositions about language learning and teaching. All these mentioned characteristics can affect the quality and effectiveness of teacher talk, which is regarded as the major medium of instruction.[7]

A large number of publications and studies on teacher language awareness have focused on the forms and grammatical aspects of teacher talk regardless of the kind of language skill taught to language learners. How this awareness–raising should be deployed to boost a specific language skill

[5]Al-Kalam Digital Versi 1.0, PenerbitDiponegoro, 2009

[6] David Nunan. *Language Teaching Methodology : A Textbook for Teachers*, (USA : Cambridge University Press, 1991), p. 189

[7]Stern, H. H. *Fundamental Concepts of Language Teaching*. (Shanghai : Shanghai Foreign Language Education Press, 1983) p. 53

of language learners is what that has not extensively been discussed in language teaching publications and forums. Further, teacher talk has widely been investigated in terms of its discoursal and interactional features with a focus on the IRF(Initiation-Response-Feedback)exchange, regardless of its instructional and pedagogic impacts on teaching a specific language skills such as writing. However, teacher language awareness as teacher's knowledge about various linguistic components and the subject matter. This broad view is obviously manifested in carefully context-embedded teacher talk in which teachers can have a range of potential options to manage students' language learning input through purposeful coverage of relevant pedagogic features, hence affecting their learning quality.

Communicative approach to language teaching may depict teacher talk, aside from its scaffolding role, as an obstruction when it reduces students' active participation. However, teachers can utilize their talk and make it constructive through a controlled use of their talk. Hall holds the opinion that the amount of teacher talk should be discussed not only in term of control and management but also, more importantly, for the sake of pedagogy and quality of class interaction. Teacher talk provides the learners with second language input mainly by interactional discourse modifications leading to negotiated meaning. Thus, the contextual sensitivity and its role in the manipulation of the language channeled to language learners would be of immense importance for maximizing learning opportunities and compensating for the inherent existence of unequal communicative rights through revealing both the manifest and hidden forms of an English curriculum.[8]

Because of the importance of teacher's talk, It is possible for second language[9] learners to develop deep disciplinary knowledge and engage in

[8]E-journal : Mohammad AghajanzadehKiasi, FatemehHemmati, "*The Important of Teacher Talk in Teaching EFL Writing"*, PortaLinguarum(Vol. 22, June 2014), p. 95

[9]In this context, 'second' can refer to any language that is learned subsequent to the mother tongue. Thus, it can refer to the learning of third or fourth language. Also,

challenging academic activities if teachers know how to support them pedagogically to achieve their potential. There are a number of ways in which teachers can assist students in developing language and subject matter knowledge from the interactive, socio-cultural perspective sketched here. One such way, scaffolding, is particularly consonant with socio-cultural theory (SCT) and is well suited to English Language Learners.[10]

The ways a teacher directs or gives an instruction to his or her students are usually realized through scaffolding talks. Scaffolding talks are expressions of the teacher to interact or give instruction to his or her students in the classroom. Wood, Bruner and Ross coined the term 'scaffolding' in the 1970s. The term 'scaffolding' was developed to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master askill that the student is initially unable to acquire it independently. The teacher offers assistance that is beyond the student's ability. The teacher only helps the student with tasks that are just beyond his or her current ability. "Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler"[11]

Scaffolding refers to support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that theywould not quite be able to manage on their own. As Mercer in Hammond explains "Scaffolding represents the kind and quality of cognitive support which an adultcan provide for a child's learning, which

---

'second' is not intended to contrast with 'foreign.' Whether we are learning a language naturally as a result of living in a country where it is spoken or learning it in a classroom through instruction, it is customary to speak generally 'second language acquisition'. Second Language acquisition can be defined as the way in which people learn language other than mother tongue, inside or outside of a classroom. See, Rod Ellis, *Second Language Acquisition*, (New York : Oxford University Press, 1997) p. 3

[10]E-journal :AídaWalqui, "*Scaffolding Instruction for English Language Learners: A Conceptual Framework"*, The International Journal of Bilingual Education and Bilingualism,(Vol. 9, No. 2, 2006), page. 159

[11]E-journal : Daviq Rizal, "*Scaffolding talk in English Language Teaching"*, Journal Encounter , (Vol. 2, No.3, 2011), p. 96

anticipates the child's own internalizationof mental functions". The argument here is that teachers, through their sequencingof teaching activities, and through the quality of their support and guidance, areable to challenge and extend what students are able to do. It is by participating insuch activities that students are pushed beyond their current abilities and levels ofunderstanding, and it is then that learning occurs and students are able to 'internalize' new understandings. But it is also assistance that is designed to help learners to work with increasing independence to know not only what to think and do, but how to think and do, so that new skills and understandings can be applied in new contexts.[12]

Based on the facts above, it encourages me to conduct research on teachers' scaffolding talks, as teachers are main key success of the students in teaching learning process. The writer takes the data of teachers' scaffolding talks in teaching learning process of English classes from opening until closing activities at the school

II. Question of the research

Based on the background above, the problem in this study can be stated as follows:

1. What types of scaffolding talks do the English teachers carry out during the teaching and learning process?
2. What linguistic features characterize the scaffolding talks during the teaching and learning process?
3. What speech functions are realized in the scaffolding talks during the teaching and learning process?

III. Objective and Benefit of The Research

Based on the problem given above, the objectives of the study are as follows:

[12] Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education*, (Newton : PETA, 2001), p. 3

1. To describe the types of scaffolding talks the teachers carry out during the teaching and learning process.
2. To describe linguistic features characterizing the scaffolding talks during the teaching and learning process.
3. To explain the speech functions realized in the scaffolding talks during the teaching and learning process.

By doing this study, the writer analyzes the facts of teacher's Scaffolding talk in the classroom. It is expected that:

1. The result of this research hopefully would be valuable and useful for the researcher himself and other researchers in the next study especially for the study of Sociolinguistics.
2. The study will give descriptions of teacher's Scaffolding Talk in the classroom and the possible reasons.
3. Through this study, the study is supposed to be useful as a reference in teaching English.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of The Previous Researches

1. Under Graduates thesis under the title, *Teachers' Scaffolding Talks in Teaching Speaking (The Case of the Seventh Grade Teachers of SMP N 1 Jepara in the Academic Year of 2008/2009) by* DiahAyuPuspaningTyas, 2201405550 (2009) English Department Faculty of Languages and Arts Semarang State University. In this study, she analyzed the teachers' scaffolding talks by ways of describing the types of scaffolding talks the teachers use in their classes and the speech functions in the scaffolding talks of two English teachers at SMP Negeri 1 Jepara. The teaching process of two teachers was recorded. Their talks were analyzed based on the characteristics of scaffolding.

   The results showed that teacher A and B performed some types of scaffolding talks. They are offering explanation, motivating and stimulating students' interest, making link, providing model, inviting students' participation, stimulating students' thinking process, verifying and clarifying the students' responses. The finding also showed that the speech functions performed by the teachers are statement, question, offer, and command.

   It is equal to the writer research here in observing teachers' scaffolding talk and speech function used in teaching learning process. But it differs from the writer research in place where the research performs the form of teaching.

2. Thesis under the title *Teacher's Scaffolding Talks in English Class at Senior High School* by Surtiati, 2008, English Studies of Graduate Program, State University of Semarang.

This study is a discourse study on teachers' scaffolding talks in classroom interaction. It is qualitative study with three English teachers at SMA Negeri 01 Losari-Brebes who teach the eleventh grade up to the twelfth grade. The data of this study were taken from spoken interaction in classroom context between teachers and students. She recorded twice for each teacher so there are six recordings of teachers' talks.

The first result shows that the teacher applies scaffolding talks in the teaching learning process with IRE pattern of interaction needing short responses. The three English teachers perform similar types of scaffolding talks in the classroom discourse suggested by the linguists above. The teachers tend to speak Indonesian and local language than English because their English communicative competences are poor. Those poor competences trigger the use of certain speech functions in their scaffolding talks.

The explanation is the biggest amount of frequency of the teacher's scaffolding talks. It means that the teachers dominate the classroom and just little opportunity given to the students. The class is silent. Except one class in which teacher C teaches in the first turn is rather responsive. They are not considered as good model as they are not capable to speak English well and they can not construe the teaching material well.

The second finding shows that the linguistic features characterizing teachers' scaffolding talks mostly are identifying process and the least frequency is attributive as mentioned by Gerot and Wignel. Mood types are dominated by declaratives and the least is Yes/No questions for the first until the fifth data.

Meanwhile, for the sixth data the least frequency is imperative. The third finding shows that the speech functions used by the teachers are statement, question, command and offer. Statement has the biggest amount of speech functions and offer is the least.

It is similar with the writer research here in observing teachers' scaffolding talk, linguistic feature characterizing the scaffolding talks and

speech function used in teaching learning process. But it differs with the writer research in place where the research performs. It happened in Senior high school in Brebes, but the writer carries out in Madrasah Tsanawiyah.

3. Thesis under the title Teachers' Scaffolding Talks in Reading Classes by Agnes Widyaningrum, English Studies Graduate Program Semarang State University (UNNES) 2005

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. 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. 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 or 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 the their scaffolding talks are the opening, initiating, pointing, responding and closing.

These speech functions refer to the model offered by Gibbons 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.

It is similar to the writer research here in observing teachers' scaffolding talk, linguistic feature characterizing the scaffolding talks and speech function used in teaching learning process. But it differs from the writer research in place where the research performs. It happened in UNISBANK Semarang , but the writer carries out in Madrasah Tsanawiyah in Grobogan.

4. Thesis under the title *Teacher's Scaffolding Talk at Children's Immersion* by RahmiWidyaningsih, English Studies Graduate Program Semarang State University, 2005. All of the teachers in this study used scaffolding starting from the beginning to the end of the class. The types of scaffolding talks the teacher performed are offering explanation, inviting students participation, verifying and clarifying students' understanding, modeling desire behavior, and inviting students to contribute clues. The teachers gave explanation to various purposes. The purposes included to state the topic of the lesson, present material being discussed, state the step by step procedure of the task or activity of the students are going to perform.

   The teacher's invited students' participation by asking the students a series of questions or using incomplete statement to elicit responses from the students. The teacher also used question to check students' understanding. To provide equal opportunities for the students, the teacher used re-directing technique by asking the same questions to

some students. In other words, the teacher posed the questions to the whole class and then to individual by calling names. After the students had answered the teacher's question, the teacher verified and clarified those answers by giving feedback. Kinds of feedback the teachers performed were giving positive verbal reinforcement to motivate the students, accepting and paraphrasing the students' responses or agreeing and asking the other students to elaborate the previous answers. The teacher often repeated the students' answers in order to give model of the target language. Self-repetition and paraphrasing were used to make language more comprehensible and to draw attention to important vocabulary, language features, and language patterns. Meanwhile, the teacher's modeling the desired behavior performed by the teachers were think-out aloud modeling and performance modeling in which the students were shown how to do the activity in the workbook by giving step by step instructions. Types of scaffolding, inviting students to contributes clues, however, rarely used by the teacher.

The speech functions performed by the teacher in their scaffolding talks are statement giving fact, statement giving opinion, question demanding facts, question demanding opinion, question demanding goods and services, command demanding goods and services. The teachers, however, rarely performed an offer.

It is similar to the writer research here in observing teachers' scaffolding talk, and speech function used in teaching learning process. But it differs from the writer research in place where the research performs. It happened in PermataBangsa Semarang, but the writer carries out in Madrasah Tsanawiyah, Grobogan.

B. Theoretical Review

1. Definition of Scaffolding

Scaffolding, as most will be aware, is placed around the outside of new buildings to allow builders access to the emerging structure as it rises

from the ground. Once the building is able to support itself, the builder removes the scaffolding. The metaphor of scaffolding has been widely used in recent years to argue that, in the same way that builders provide essential but temporary support, teachers need to provide temporary supporting structures that will assist learners to develop new understandings, new concepts, and new abilities. As the learner develops control of these, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings and concepts.[1]

Scaffolding Theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe children's oral language acquisition that was helped by their parents when they first begins to speak.[2]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 has been labeled scaffolding.[3] In line with scaffolding, he also defines scaffolding as a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it.[4]

Bruner's notion of scaffolding was developed in the 1970s in the context of an intensive investigation of six infants (ages 7!18 months) over a period of 10 months, as they and their mothers played games. The researchers focused particularly on the game of 'peekaboo', which was played frequently over the entire period. The game consists of an initial contact, the establishment of joint attention, disappearance, reappearance and re-establishment of contact. These are the obligatory features of the 'syntax' of the game, whereas other features, such as vocalizations to

[1]E-book : Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education*, (Newton : PETA, 2001),, p. 1

[2]Daviq Rizal, *Scaffolding talk in English Language Teaching*, Journal Encounter : Vol. 2, No.3, 2011, p. 97

[3]E-book : Lynne Cameron, *Teaching Languages to Young Learnes*, (Cambridge : Cambridge University Press, 2001) p. 8

[4]E-journal : AídaWalqui, "*Scaffolding Instruction for English Language Learners: A Conceptual Framework"*, The International Journal of Bilingual Education and Bilingualism (Vol. 9, No. 2, 2006), p. 163

sustain the infant's interest, responses to the infant's attempts to uncover the mother's face, etc. are optional. These 'non-rule bound' parts of the game are an instance of the mother providing a 'scaffold' for the child.[5]

The adult guided the child through the use of appropriately calibrated support during the interactions, leading the child toward successful completion of the assigned task. This practice had six features: (1) recruitment, or piquing the child's interest in the task; (2) reduction in the degrees of freedom, to avoid overwhelming the child by using incremental steps in the problem-solving process; (3) direction maintenance, through keeping the child in pursuit of the goal; (4) critical feature marking, for drawing the child's attention to what is significant; (5) frustration control, to ensure that the child will experience minimal angst while completing the task; and (6) modeling, or demonstrating the solution to a step in the task, which the child imitates back in an appropriate form.[6]

In the context of classroom interaction, the term scaffolding has been taken up to portray the temporary assistance that teachers provide for their students in order to assist them to complete a task or develop new understandings, so that they will later be able to complete similar tasks alone. Maybin, Mercer and Steirerin Hammond describe this as the "temporary but essential nature of the mentor's assistance" in supporting learners to carry out tasks successfully. A number of features are significant in this use of the term.

Scaffolding refers to support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own. As Mercer in Hammond explains : "Scaffolding represents the kind and quality of cognitive support which an adult can provide for a child's learning, which anticipates the child's own internalization of mental functions". The argument here is that teachers, through their sequencing of

[5] Aida Walqui, "Scaffolding instruction …", 164

[6] E-journal : Nancy Boblett, "*Scaffolding: Defining the Metaphor"*, TESOL & Applied Linguistics, (Vol. 12, No. 2, 2012), pp. 1-16

teaching activities, and through the quality of their support and guidance, are able to challenge and extend what students are able to do. It is by participating in such activities that students are pushed beyond their current abilities and levels of understanding, and it is then that learning occurs and students are able to 'internalize' new understandings.[7]

2. Zone of Proximal Development

The notion of scaffolding as a metaphor for teaching-learning was first proposed by Woods, Bruner, and Ross based on the work of Vygotsky. Vygotsky maintained that learning takes place in socio-historical contexts as we engage with peers and more experienced others. In other words, learning is a social process rather than an individual one. In particular, the theory of scaffolding depends on Vygotksy's conceptualization of the 'Zone of Proximal Development'. There is debate among scholars about whether the ZPD can be conceived of as an attribute of the learner, or as a co-construction between the teacher and the students.[8] However, there is general agreement that Vygotsky was interested not so much in what a learner could do, as in what potential the learner had for development; not what the learner could do unassisted, but in what the learner could achieve with assistance from others. He described the ZPD as the distance between the actual developmental 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.

Vygotsky characterizes the ZPD as the "buds" of learning rather than the fruits. Understanding the ZPD allows us to focus on the trajectory of student learning and development: it enables us to work from where students are now, and to boost them forwards to where they

[7] Hammond, "scaffolding …" p. 4
[8] Hammond, "Scaffolding …", p. 10

could be in the future. In this way, Vygotsky argued, teaching should always be in advance of development.

The student's ZPD, then, is their potential for new learning: the fertile zone in which they are ready to participate in learning. By recognizing and understanding this potential, teachers are able to set up and guide students into new opportunities to learn. The ZPD leads to the notion of 'assisted performance'. It can be imagined as a shared space in which the student operates in collaboration with others to tackle tasks. It is through discussion and "puzzling through" tasks with peers, tutors and lecturers that students build their capacity to eventually undertake similar tasks unaided. Thus, although scaffolding in the ZPD involves shared and supportive activity, its ultimate objective is independence.[9]

3. Types of Scaffolding talk

According to Aida Walqui there are six main types of instructional scaffolding are especially salient: modeling, bridging, contextualization, building schema, re-presenting text and developing meta-cognition.[10]

1) Modeling

Students need to be given clear examples of what is requested of them for imitation. When introducing a new task or working format, it is indispensable that the learners be able to see or hear what a developing product looks like. From that point of view, walking students through an interaction or first doing it together as a class activity is a necessary step.

Teachers of English learners should seriously consider keeping (photocopying) examples of student work for demonstration purposes.

[9]E-journal : Kate Wilson & Linda Devereux, *Scaffolding Theory: High challenge, high support in Academic Language and Learning (ALL) contexts*, Journal of Academic Language & Learning, (Vol. 8, No. 3, 2014), p. A92

[10]AídaWalqui, "*Scaffolding Instruction…"*, p. 170

Such examples may serve not only to set performance guidelines or standards, but also to encourage and stimulate students by the evidence of past students' progress in the accomplishment of similar tasks.

In addition to modeling tasks and activities and sharing examples of student work, it is important to model appropriate language use for the performance of specific academic functions, such as describing, comparing, summarizing, evaluating and so on.

2) Bridging

Students will only be able to learn new concepts and language if these are firmly built on previous knowledge and understandings. Comprehension is widely understood to require 'the weaving of new information into existing mental structures'. As students start realizing that their everyday knowledge is not only valued in class but, in fact, desired, a sense of wellness is achieved that promotes further development. This does not always come easily.

A common bridging approach is to activate students' prior knowledge. Anticipatory guides are a way to do this so that students produce written as well as spoken language. At the beginning of a new topic the teacher may ask her class to collaborate to fill out a two-column anticipatory guide, with one column for what students know about a topic and the other for questions about the topic that they are interested in answering. If students are not used to this, if they are used to a teacher monologue or a recitation script, they may be surprised and confused at first. The teacher will almost be able to hear the words going through their minds: 'Listen, if we knew that, we wouldn't be in this class. You are teacher, you tell us'. As they progress, students learn that they do, in fact, know quite a bit and can predict or infer even more. Once the class as a whole has modeled for themselves how to complete such charts, pairs or small groups can easily fill them out for other topics as may be introduced.

Another important aspect of bridging is establishing a personal link between the student and the subject matter, showing how new material is relevant to the student's life, as an individual, here and now. Other ways of bridging include asking students to share personal experiences related to the theme that will be introduced in the lesson or assigned reading.

3) Contextualizing

Many educational researchers have pointed out differences between everyday language and academic language. Because everyday language is embedded in rich context and is situation-dependent, learners can rely on nonlinguistic information to compensate for possible linguistic shortcomings. Academic language, on the other hand, is de-contextualized and situation-independent; in order to comprehend such language the learner must rely on language alone.

One of the greatest problems English learners face in content area classes is reading the textbooks. Not only is the language academic, but it is usually very dry and dense, with few or no relevant illustrations, and presented in a linear rather than cyclical way. Embedding this language in a sensory context by using manipulatives, pictures, a few minutes of a film (without sound) and other types of realia (authentic objects and sources of information) can make language accessible and engaging for students.

Teachers may also provide verbal contextualisations by creating analogies based on students' experiences. Effective teachers continually search for metaphors and analogies that bring complex ideas closer to the students' world experience.

4) Schema building

Schema, or clusters of meaning that are interconnected, are how we organize knowledge and understanding. If building understanding is

a matter of weaving new information into pre-existing structures of meaning, then it becomes indispensable for teachers to help English Language Learners see these connections, through a variety of activities.

In preparation for a reading assignment, for example, a teacher may ask students to preview the text, noting heads and subheads, illustrations and their captions, titles of charts, etc. In this way, students begin their reading with a general sense of the topic and its organization, with their schema already activated and ready to accept new connections.

Similarly, in preparation for a mini-lecture, a teacher may present an advance organizer and walk students through the most important pieces of information that will be discussed. The use of this organizer will serve several purposes: it will promote schema building in anticipation of the topic being introduced, it will focus the learners' attention on important aspects of the information to come, and if it is in graphic form for note-taking purposes, it will alleviate students' anxiety by letting them know beforehand what information they should be able to understand.

Students in general, and English learners in particular, need to be able to process information from the top down! having a general knowledge of the broad picture before studying the details! as well as from the bottom up, using vocabulary, syntax, rhetorical devices, etc. Furthermore, by presenting in advance the skeleton of a lesson, we can lower the students' apprehension and help them tolerate ambiguity, which as Rubin has argued, is one of the most important features of the good language learner.

5) Re-presenting text

One way in which teachers invite students to begin the appropriation of new language is by engaging them in activities that

require the transformation of linguistic constructions they found modeled in one genre into forms used in another genre. It has been argued that there is a progression in the ability of language users to use different genres within academic discourses. In terms of language use, this continuum starts with asking students to say what is happening (as in drama or dialogue), then what has happened (narratives, reports), then what happens (generalizations in exposition) and, finally, what may happen (tautologic transformations, theorizing). In this fashion, students can access content presented in more difficult genres by the act of transforming it into different genres, especially those that are more easily produced. Short stories or historical essays, for example, can be transformed into dramas or personal narratives.

This kind of language learning often engages students in the accomplishment of tasks that are interesting and meaningful for them, where the emphasis is placed on the communication that is being carried out rather than on its formal aspects, and where the resulting learning is powerful.

For example, if students have read a journalistic article about the challenges for immigrants in the USA, they may not have understood a lot of new vocabulary yet understood the main issues or events described. In this case, the teacher wants students to revisit the text, but with a purpose other than attending to the new terminology. The task is for students to re-present the article as a play. The teacher presents small groups each with a scenario that corresponds to a section, or moment, in the text. Each group then collaborates to create a dialogue with as many characters in it as there are group members.

To accomplish the task students have to go back to the text, reread it, and discuss the situation, issues and people involved to decide what those people, as characters in a dialogue, would say to each other. As the team collaborates on a dialogue, each person makes a personal copy of the script, with the least experienced students in the team

assisted by their more capable peers. Groups proofread their scripts and rehearse their re-presentation. Depending on the number of groups/moments, one or two complete presentations of the 'play', or re-presentations of the article, are performed in front of class (the number of performances depends on how many groups/moments have been assigned).

At the end of the session, students will not only have understood much better the human dilemmas inherent in the situations described in the article, but they will have used new language, written it, and even practiced and performed it.

The opportunities for every student in class to do all this have been maximized, and all students will have engaged in instructional conversations as the teacher monitored activities throughout the class. The less proficient students are not excluded since, aided by their more proficient peers, they have essential tasks to perform, tasks that are just as demanding for them as the more complex tasks are for the more advanced English Language Learners.

Other types of text re-presentations include transforming a poem into a narrative, changing a third-person historical narrative into an eyewitness account, asking students to transform scientific texts into letters, producing cooperative posters of a story with a quote, etc.

6) Developing meta-cognition

Meta-cognition has been defined as 'the ability to monitor one's current level of understanding and decide when it is not adequate.[11] It refers to the ways in which students manage their thinking, and it includes at least the following four aspects:

(1) consciously applying learned strategies while engaging in activity;

[11]E-book :Bransford, J., Brown, A. and Cocking, R. (eds), *How People Learn. Brain, Mind, Experience, and School*. (Washington, DC: National Academy Press, 1999), p. 35

(2) knowledge and awareness of strategic options a learner has and the ability to choose the most effective one for the particular activity at hand;
(3) monitoring, evaluating and adjusting performance during activity; and
(4) planning for future performance based on evaluation of past performance.

Successful subject matter classes for ELLs foster meta-cognition and, along with it, learner autonomy. Through the explicit teaching of strategies, plans of attack that enable learners to successfully approach academic tasks. Meta-cognitive strategies are derived from studies of how experts carry out specific tasks. The development of Reciprocal Teaching, for example, was based on Brown's research in walqui on how successful readers tackle complex text. In collaboration with Palincsar, then an elementary school teacher, they translated these findings into pedagogical strategies and taught children to deliberately follow the processing activities: read, summarize, ask questions, predict. Reciprocal teaching in walqui, think-alouds and self assessment activities with rubrics are examples of such strategies.

As with other kinds of interactions in the class, meta-cognitive strategies need to be modelled and practised as a whole class before students attempt them in pairs or small groups. As students begin their independent use of the strategies, the teacher continues to carefully monitor the implementation.

In the case of reciprocal teaching, for example, once students become comfortable with this strategy, the teacher will be able to see students successfully engaged in all steps of the process: pairs or groups of students independently reading a text, questioning each other, discussing questions that go well beyond recall and trying together to solve problems related to the understanding of the text. To get to this

point, the teacher will have been very deliberate in introducing each step, having students practice each step and having students explain each step.

One technique in introducing learning routines is the simple use of posters : a poster that lists the steps of the routine being practized and another that is an ever-growing list of all the routines the class has mastered. With the first poster, numbered steps for students to refer to, the teacher can focus on monitoring student learning rather than answering procedural questions. With the other poster, a list of all the learning strategies students now have available to them, students have a visual reminder of what they can already do and even explain. What these posters also represent is a very convenient way to orient new students to class activities. The posters signify that any student is able to introduce a newcomer to the class to any activity, thus gaining confidence in his own abilities while helping out a fellow student (and the teacher).

Another scientist, Laura R. Roehler, dealing with scaffolding above, propose that there are five types of scaffolding talks, namely:

1) Offering explanations: being explicit to fit the learner's emerging understanding about what is being learned, why and when it will be used and how it is used;
2) Inviting students participation : providing the student to able to participate in the learning process;
3) Explicit modeling on desired behaviors. It shows how one should feel, think or act within a given situation. There are three types of modeling that is: (1) thinking aloud modeling : demonstrating how to feel or think as they progress through a task. In turn, the learners to do the same, (2) talk-aloud modeling: showing how to ask relevant questions and formulate semantically contingent comments. For example by giving picture clues in story to understand the story easily without talking. (3)

performance modeling: providing model through out physical expressions, such as: smiling on laughing, etc;

4) Verifying and clarifying students understanding: providing explicit and positive feet back of the students responses or guiding the students on learning how to evaluate the creation of perspective when misunderstanding take place;
5) Inviting students to contribute clues: helping the learners to verbalize the processes through out this contribution clues for exiting problem.[12]

Moreover, wood suggests that the teachers can scaffold children's learning in various ways :

1. Attend to what is relevant by suggesting, praising the significant, providing focusing activities.
2. Adopt useful strategies by encouraging rehearsal, being explicit about organization.
3. Remember the whole task and goals by reminding, modeling, providing part-wholes activities.[13]

There are some scaffolding talks suggested by Turney et al, as the following are :

a. Reinforcement

Turney et al defines positive reinforcement as positive response by one person to another response aiming at student attention, maintaining motivation, promoting active participation, facilitating learning and improving student behavior. Reinforcement should normally be applied as immediately as possible after a desired response. There are kinds of reinforcement as follows :

1. Verbal reinforcement : is as teacher's comments offering praise and encouragement when used to reinforce responses or behaviors.

[12]Roehler, R., Laura and Cantlon, J., Danise. (no date). *Scaffolding a Power Tool in Social Constructivist Classrooms*. http://ed.web3.educ.msu. Edu/literacy/papers/paer/r.z.htm-99k.

[13] Cameron, "*Teaching Languages ...*" p. 8-9

Teachers can use words like “Yes”, “That’s right”, “great”, etc. they can also use sentences such as “that’s good work”, etc.

2. Token reinforcement : it includes giving starts, ticks, stamps or points may be effective with young children. Positive and discriminating written comments on a pupil’s work appear to be more appropriate with older pupils.
3. Praise and linked with token reinforcement : examples of this kinds of reinforcement such as giving chart recognition (a star next to pupil’s names, offering monetary rewards such as five cents for one test passed, fifteen cents for two and so on).
4. Proximity and contact reinforcement : a teacher may increase the impact of praising for performative and achievement by moving amongst pupils, sitting and standing with them and displaying direct interest in their work and efforts by employing what is referred to “proximity reinforcement”.

b. Basic questioning

According to Turney, good teacher questions can stimulate interest and curiosity, focus pupil attention and interest on particular issue or concept, provide opportunities for students to respond in increasingly thoughtful ways, to ensure widespread student participation in classroom discussion, and allow teachers to express a genuine interest in the ideas and feelings of the students. Through the skill use of question, teachers can obtain information about how well students understand the material they have learned, what potential problems they may encounter and what assistance are needed to facilitate the students learning.

c. Advanced questioning

Higher-ordered questioning is an important means of developing students’ thinking processes. Questions that require students to improve an initial response to a question by providing such thins as greater clarity, accuracy, support, or relevance are also effective in higher-level

cognitive questioning. This questions are used to invite students to comment on or expand each other's responses.[14]

After describing some theories from the experts above, the writer can conclude types of scaffolding talks as follows :

1) Modeling
2) Bridging
3) Contextualizing
4) Offering explanation
5) Inviting the students' participation
6) Clarifying students' understanding
7) Reinforcing

The writer didn't use all of theories of scaffolding proposed by all experts above because of some reasons. First, the writer only use theories related to scaffolding talk. It means that only verbal scaffolding that were used. Meanwhile, acting scaffolding is ignored. For example, in developing meta-cognition proposed by aidawalqui. This type of scaffolding tend to be acting scaffolding. Second, there are several same ideas which the writer found on those theories and it was expressed in different terms. Such as,questioning proposed by turney et al. This type of scaffoldingis actually part of clarifying students' understanding. Teacher often clarify students' understanding by giving them questions.

Relating to the theories given by the authors above, the writer tried to describe type of scaffolding talk found in the study. Those theories are manageable and accountable to back up conducting this study on the topic scaffolding talks.

[14]E-journal : Sri Mulatsih, "*The Use Of Scaffolding Technique to Improve Student's Competence in Writing Genre-Based Text"*, Parole, (Vol. 2, No. 1, April 2011), p.103-104

4. **Characteristics of scaffolding**

According to Bruner in Cameron there are six characteristics of scaffolding, namely: (1) recruiting the interested tasks, (2) simplifying task, (3) keeping on the track toward the goal, (4) pointing out what was important to do or showing other way to solve, (5) controlling the students frustrating during the task, and (6) demonstrating an idealized version of the task given.[15]

Concerning the theory above Vygotsky and Bruner in Corden state that they highlight the importance of effective teacher intervention and scaffolding strategies, such as: (1) modeling, showing children examples of work produced by experts, (2) demonstrating: illustrating the procedures experts go through work product, and (3) supporting the learners as they learn and practice procedures. [16]

Referring to the statement above, Bransford et al. in Stuyf claim that there are six characteristics of teachers scaffolding talk, namely:

1. enlisting the learner's interest related to the task given;
2. simplifying the task in order that that the learners reach the target language easily;
3. supporting the learner to achieve the goal easily;
4. pointing out the difference between solution;
5. reducing the learner's frustration and risk;
6. modeling and clearly defining the performance of the activity expected.[17]

Based on the characteristics of scaffolding talk given by the experts above I can say that scaffolding talk in English teaching as a support, an assistance, a bridge or a guide provided by the teacher in order that the

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[15]Cameron, "*Teaching Language …"* p. 8

[16]E-book : Roy Corden, *Literacy and Learning Through Talk : Strategies for Primary Classroom*, (USA : Open University Press, 2000) , p. 10

[17]R Stuyf and Rachel Vandr, 2002.*Scaffolding as Teaching Strategy.* http://tip.psychology.org/vygotsky.html.

learners are able to accomplish the target expression in the ZPD area without any difficulties. In building new concepts with the help and support of their teacher, the communication events run well. It means that the goal of the desired expression can be mastered well. If the target language is able to be accomplished so the goal of teaching learning is accomplished well too.

5. Speech Function

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.[18]

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. 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.[19]

Those features above are called register of a text. Register is a semantic concept. It can be defined as configuration of meanings that are

[18] Gibbons, "Scaffolding …", p. 2
[19] Gibbons, "Scaffolding …", p. 2

typically associated with a particular situational configuration of field, tenor and mode.[20] But since it is a configuration of meanings, a register must also include the expressions, the lexico-grammatical and phonological features, that typically accompany and realize these meanings. And sometimes a register also has indexical features, indices in the form of particular words. Particular grammatical signals, oreven sometimes phonological signals that have the function of indicating to the participants.

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 channeling 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[21].

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.

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[20]MAK Halliday and RuqaiyaHasan, *Language,Context and Text : Aspects of Language in a social-semiotic Perspective*, (Oxford : Oxford University Press, 1989) p. 39

[21]Corden, "*Literacy and Learning ...*" , p. 9

The teachers' scaffolding talks are teachers' talks used in giving lecture which carried out the interaction in the classroom through some stages. Halliday 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.[22] 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:

Speech role

Speech Role	**Comodity 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, 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

[22]SuzzaneEggins and Diane Slade, Analyzing Casual Conversation, (Great Britain : Creative Print and Design Wales, 1997), P. 180

described as being the dominant interactional patterns in classrooms.[23] 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 as follows :

Examples about IRF and IRE

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, 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.[24] It is a common pattern in traditional classrooms, particularly as transmitting a body of information. The

[23] Gibbons, "Scaffolding …", p. 16

[24] Gibbons, "Scaffolding …", p. 16

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 Coulthardthere are three major acts which probably occur in all forms of spoken discourse namely elicitation, directive and informative.[25]

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[26]. 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

[25]MalcoumCoulthard, Advances in Spoken Discourse Analysis, (London :Routledge, 1995). p. 9

[26]Coulthard, "Advances in …" p. 9

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.[27]

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 Mercerrefers 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.[28] 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 teachers introduced the use of more formal terms alongside

[27]Coulthard, "Advances in …" p. 15
[28] Gibbons, "Scaffolding …", p. 17

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.[29]

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

Scaffolding Instructions

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.	teacher refers to the written instructions, introduces less well-known word place alongside more familiar word put.
So you've got one magnet in here	Pointing
then you have to put another magnet on top, right?	holding the second magnet, indicating where it must be placed but not actually placing it
.then you have to alt-ern-ate the magnets.	alternate is said slowly and with emphasis
It says "alternating the poles"…changing the poles.	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
so if you put it facing like this…you've got it one way like this.	Demonstrating

[29] Gibbons, "Scaffolding …", p. 21

then you change the poles around	indicating the movement by turning the second magnet in the air but not placing it
change it to the other side, alternate the poles.	switches between more and less formal terms
So you're trying it each way	summarizing what the children should do

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.

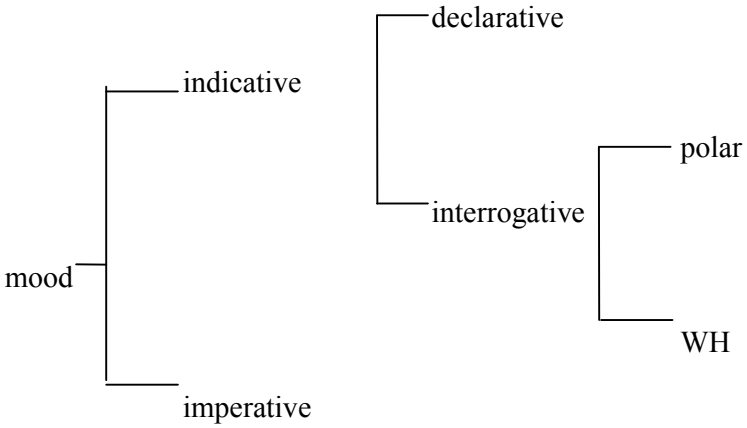
The speech functions used in this teacher's scaffolding instructions are introducing, pointing, indicating, emphasizing, modeling, demonstrating, and summarizing. Those speech functions are realized in the teacher's scaffolding talks.

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.

6. Mood

The teachers' scaffolding talks carry the interpersonal meaning. It means that if the students do not understand towhat 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, 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:



Mood Types[30]

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!

[30]Linda Gerot and Peter Wignel, *Making sense of functional grammar*, (Sydney : Antepodean Educational Enterprises, 1994), p. 38

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.[31]

Modality also plays an important partin making meaning. The modality covers the range of option open to interactants to temper or qualify their contributions. Another element which also has relation in making interpersonal meaning is polarity. Slade 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.[32]

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[33] 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 Hallidaymodals are classified into three categories namely low, median, and high.The classification is made in order to identify

[31]Gerot and Wignel, "*Making sense ...*", p. 28
[32]Eggins and Slade, "Analyzing …", p. 78
[33]Eggins and Slade, "Analyzing …", p. 78

the function of each type of modals when it is used in talks.[34] 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.

C. Frameworks

Generally, English instruction in junior high school in Indonesia is not like what has been expected by the national curriculum. It can been seen from the level of students competency in speaking English. The students are still difficult to communicate well in using English in communication. One thing that cause this is the orientation of English instruction. Teachers commonly teach English in order that students can answer the question in national examination. So that we often find students with high score in national examination but less competency in expressing spoken English.

Therefore, teachers must change such paradigm in order to get result as the curriculum expectation. I maintain that it is possible for foreign language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential.

Learning is not only of cognitive development but also shared social practices. The primary process by which learning takes place is interaction, more specifically, an engagement with other learners and teachers in joint activities that focus on matters of shared interest and that contain opportunities for learning.

One such way that teachers can use to make students participate actively in their own and each other academic development is scaffolding. The basis of scaffolding is social interaction. Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane.

[34]Gerot and Wignel, "Making sense …", p. 26

CHAPTER III
METHOD OF INVESTIGATION

A. Research Method

1. Type and Research Approach

The type of this research is qualitative research. Qualitative research is a research to describe and analyze phenomena, event, social activity, posture, belief, perception, person thoughts individually or in group.[1]

The data are considered as qualitative because they are the form of written and spoken (words) observed by researcher[2] rather than numbers. Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher visited to the setting to do observation.

Qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study) is one in which the insights and outcomes generated by the research cannot be applied to contexts or situation beyond those in which the data were collected.[3]

The approach that I use in this research is Conversation Analysis (CA). In spite of name, Conversation Analysis does not deal only with conversation, the approach has also been applied to talk in professional and workplace setting, to political speeches, and to media genre such as

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[1] Prof. Dr. Nana SyaodikhSukmadinata, *MetodePenelitianPendidikan*, (Bandung : PT RemajaRosdakarya, cet. Ke-7, 2011) p. 60

[2] Prof. Dr. SuharsimiArikunto, *ProsedurPenelitian*, (Jakarta :RinekaCipta, Revised Edition, 2010) Page 22.

[3] David Nunan, *Research Method in Language Learning*, (USA :Cambridge University Press, 1992) p. 3

radio-phone in program. Many practitioners label their object of study not 'conversation' but 'talk-in-interaction'.[4]

Conversation Analysis (CA) focuses on conversation because it offers a particular appropriate and accessible resource for ethno-methodological enquiry.[5]

2. Time and setting

Time of the research was carried out on May, 18th 2015 – June, 2nd 2015in the academic year 2014/2015 and setting of this research is in MTs N Wirosari, Grobogan.

Teacher A was recorded on Saturday, May, 23th 2015 at Class VII A, Teacher B was recorder on Tuesday, May, 26th 2015 at Class VIII C, Teacher B was recorder on Thursday, May, 28th 2015 at Class VIII B

3. Data Source

The data of this research weretaken from MTs N Wirosari English Teacher. There are three English teachers of MTs N Wirosarithat that were observed, Teacher A, Mrs. Alia Fany, Teacher B, Mrs. NailaMunawwarotulQanaah, Teacher C, Mrs. Maharani WinahyuIstiqomah. Each of them was recorded once when they are teaching in a classroom.

4. Research focus

The focus of this research is MTs N Wirosari teacher's scaffolding talk. Scaffolding is a process that enables 'novices' to undertake tasks they would be enable to do independently and unaided. Teacher's scaffolding talk in this study are teacher's utterance which accompany his or her action in language classroom to provide scaffold or

[4]E-book : Deborah Cameron, *Working with Spoken Discourse*, (London : SAGE Publication Ltd, 2001) p. 87

[5]Susan Eggins and Diana Slade, *Analyzing casual conversation*, (London : Cassel, 2007) p. 25

assistance for students' understanding and facilitate the learners' ability to interpret new information and complete the tasks independently.

B. The Technique of data collection

1. Classroom Observation

In order to obtain the data, the writer uses observation by recording in this research. Observation isnecessary done in every qualitative approach. Observation is one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher uses nonparticipant observation, where the researcher is not involved actively in the group activity, and only as a passive monitor, attending, monitoring, listening carefully to all activities and take a conclusion from the observation result.

This technique is used to observe the use of language in a real condition. Since the object of the study is the teachers' explanation, recording is the first step in collecting the data, the writer records the teachers' explanation that the writer wants to investigate. Then, the writer transcribes the recording of the utterances to convert the data from spoken into written form. The next step is analyzing. The writer begins analyzing which utterances are code-switching and its functions.

2. Data recording

The process of getting the data is by recording their talks during the lesson. The recording was done in the classroom. The data recorded are qualitative because they are in the form of words rather than numbers, every teacher was recorded three times in different classes for the shake of this research report the writer took them randomly to get two classes in every level since the school has sixteen classes.[6] Tenth grade has six classes,

[6]E-book :Robert Bogdan and Taylor J Steven. *Introduction to Qualitative Research Method: A Phenomenological Approachto the Social Science*. (New York : John Willey and Sons, 1992), p. 100

eleventh grade has five classes and twelfth grade has five classes: one natural science and others are social sciences.

C. The technique of Data analysis

The data will be analyzed by The writer through some stages.

1) Transcribing

After recording teacher talk in the classroom, the writer transcribed using Du Bois theory to make the written data in order to analyze it easily. Du bois suggests five design principles for his discourse transcription system which are given below is a slightly modified form :

a. Define good categories

Make sure the different conventions are clearly distinct from each other.

b. Make the system accessible

Make sure that diacritics used are relatively familiar and easy to use. There is tension here between a system where punctuation is used because it is familiar and the problem of over-familiarity. A reader may read a comma or a full stop as they would in the written text when it means something slightly different when used as transcription conventions. This is particularly problematic with using the question mark to indicate rising indication when questions do not necessarily have a rising intonation and utterances with rising intonation are not always questions.

c. Make the system robust

This is important if the transcribed data is to be available on line. Conventions should not be used if they are going to be lost when transferred to other types of software.

d. Make the system economical

Do not use a system which is too verbose. This, again, is particularly important when transcribing long passages for computer retrieval. However, if the transcription is to be analyzed by the transcriber and is not huge corpus, the principle of accessibility and readability is probably

more important and writing out non-verbal and paralinguistic aspects in full is recommended.

e. Make the system adaptable

Ensure the new features can be added in. also, as we shall see in the discussion of representation below, it is important to be flexible in how the data can be presented of the page.[7]

The writer focuses on the teachers scaffolding talks, the student's talks and other talk emerging in the interaction between teacher and student was ignored.

2) Classifying

After that the writer classifiedthe recorded talks into three, that is: (1) spoken language, (2) scaffolding talks in English, in Indonesian, Javanese and other local dialects (typed italic), and (3) main talks using theory suggested by Agustien. With that division, I am able to find the teachers' scaffolding talks. The next is labeling them into types of scaffolding suggested by AfdaWalqui, wood andTurny et al. , that is :

1. Modeling
2. Bridging
3. Contextualizing
4. Offering explanation
5. Inviting students participants
6. Clarifying students' understanding
7. Reinforcing

3) Analyzing

The scaffolding talks performed by the teachers in the classroom discourse based on the basic skills of teaching and learning process from opening until closing activity. Teaching learning process has three phases

[7]E-Journal : J. Du Bois, *Transcription Design Principle for Discourse Research*, Journal Pragmatics, (Vol. 1, No. 1, 1991.)p. 78

namely: pre-active, interactive and post active phase. The writer analyzes the teachers' scaffolding talks in interactive phase from the beginning until the end of teaching learning activity.

According to Turney et al., interactive phase comprises several patterns of scaffolding talks, such as reinforcing, questioning, explaining, the skill components of introductory procedure and closure. The writer can describe type of scaffolding talks in interactive phase from the beginning to the end of the lesson which consists of those items. I count the percentages of occurrence of each type of scaffolding talks. Finally I described the teachers in employing the scaffolding talks in their lesson.

Secondly I described linguistic features such as mood characterizing the scaffolding talks; I used the theory of Eggin and Slades, Gerot and Wignell. Then I classifid teachers' scaffolding talks found above into mood and modality, and transitivity. After that I counted the percentage of occurrences of linguistic features characterizing the scaffolding talks. At last, I described the linguistic features characterizing the scaffolding talks.

To analyze certain speech functions performed by the teachers in their scaffolding talks, I used the theory stated by Eggins and Slades. Firstly I observed the consistency of teachers in employing certain speech functions based on the scaffolding talks found above. Then I break them into clauses to analyze them. After I found the certain speech functions realized in the scaffolding talks I counted the percentage of occurrence of certain speech functions in English and other languages.

4) Interpreting

Then the collected data were interpreted based on the review of literatures mentioned previously. They are used to make the description of : (a) types of scaffolding talks carried out by the teachers during the teaching and learning process., (b) linguistic feature characterizing the scaffolding talks, and (c) the possible causes that trigger the use of certain speech functions in the scaffolding talks during teaching and learning process.

5) Concluding

After doing all activities above, the writer concluded of this research.

CHAPTER IV
ANALYSIS AND INTERPRETATION

In this chapter, I would like to describe and analyze the result of my research that was carried out in MTs N Wirosari, Grobogan, CentralJawa. The focus of my description is to answer the problems that was stated in chapter one that is, 1). The types of scaffolding talk carried out by MTs N Wirosari teachers during teaching learning process, 2). The linguistic features characterize the scaffolding talks during the teaching and learning process, 3). Speech functions that was realized in the scaffolding talks during the teaching and learning process.

A. Type of Teachers' Scaffolding Talks

In the teaching learning process which was observed, there was interaction between teachers and students including teachers talk and students talk. In this occasion, I only analyzed teacher talk carried by the teachers. Whereas students talk was ignored. The analyzed data came from teachers talk transcribing which I held before.

In analyzing the data, the first thing I did was to divide data into teachers' scaffolding talk and teachers' main talk. In this step, all interactions between teachers and students were written in a list. After that, based on theory about types of scaffolding talk in chapter two, I considered which utterance categorized as teachers' scaffolding talk and teachers' main talk. The use of language performed by the teachers that were analyzed were not only in English but also in Indonesian and Javanese. Indonesian and Javanese language were typed in italic. Below is the example of table contains teachers' scaffolding talk.

SPEAKER	TEACHER'S TALK / STUDENT'S TALK	DIVISION OF TEACHER'S TALK	
		Scaffolding talk	Main talk

	Assalamu'alaikumWr. Wb.		Assalamu'alaikumWr. Wb.
	Wa'alaikumsalamWr. Wb.		Wa'alaikumsalamWr. Wb.
	Good Morning Student		Good Morning Student
	Good morning, mam.		Good morning, mam.
	How are you today ?		How are you today ?
	Awesome, I'm steady, Wonderful and great. And you ?		Awesome, I'm steady, Wonderful and great. And you ?
	I am fine too.		I am fine too.
	Who is absent today ?	Who is absent today ?	
	Oke, we will study about …, *hariinikitaakanbelajartentang*		Oke, we will study about …, *hariinikitaakanbelajartentang*
	Open item number forty five, *Bukasoalnomerempatpuluh lima*		Open item number forty five, *Bukasoalnomerempatpuluh lima*
	Let's study together, kitapelajaribersama, make a procedure text, buatlah text procedure with the title, denganjudul how to make a plate of fried rice.		Let's study together, kitapelajaribersama, make a procedure text, buatlah text procedure with the title, denganjudul how to make a plate of fried rice.
	Fried rice, anyone knows, ada yang tahu, apa fried rice ?	Fried rice, anyone knows, ada yang tahu, apa fried rice ?	
	Nasigoreng		Nasigoreng

After that, teachers' scaffolding talk were analyzed and interpreted into types of teachers' scaffolding talk such as modeling, bridging, contextualizing etc. Below is the example of types of teachers' scaffolding talk performed by teacher.

SPEAKER	TEACHER'S TALK / STUDENT'S TALK	Types Of Scaffolding Talk						
		Modeling	Bridging	Contextualizing	Offering Explanation	Inviting Student's Paritcipation	Clarifying Student's Understanding	Reinforcement
	Do you have the worksheet ?					v		
	Kalian sudahmembawaworksheetnya ?					v		
	have you read it ? sudahdibaca ? have you ?					v		
	Now, please look at the worksheet. Lihatworksheetnya. Simple past tense.					v		
	Have you ever tell a story ?pernahkah kalian menceritakankejadian-kejadianhidup kalian ?		v					
	Pernahberceritakarokancanetentangkejadianhidup kalian padamasalalu ?		v					
	Tentangapa ?		v					
	Jadikalaubu rani membuatkalimat, bu rani marahduamenit yang lalumeskipunduamenititumasukdalambentuk past tense.	V						

In this research, teachers generally used most of scaffolding talk types in teaching learning process as a strategy to support students to enable

certain activities and skills to develop. Below is the table about total amount of teachers' scaffolding talk.

No	Teacher's Scaffolding Talk Type	The percentage of teachers' scaffolding talk types		
		Teacher A	Teacher B	Teacher C
1	Modeling	7.87	13.86	29.77
2	Bridging	3.33	0.99	11.45
3	Contextualizing	3.33	0.00	1.53
4	Offering Explanation	0.00	0.99	0.00
5	Inviting Student's Participation	33.33	24.75	25.19
6	Clarifying Student's Understanding	42.22	57.43	29.01
7	Reinforcement	10.00	1.98	3.05

The following are the outlines of the data analysis and data interpretations.Types of scaffolding talks are used by teacher of MTs NegeriWirosariare :

1. Modeling

   The first type of scaffolding talk is modeling. The teachers usually use modeling to provide students with a concrete example of the learning goals they are expected to achieve or the product they are expected to produce. Similarly, a teacher may also model a process—for example, a multistep science experiment—so that students can see how it is done before they are asked to do it themselves.

   In this observation, Each teacher used modeling in different amount. Teacher A conveyed procedure text. She emphasized the use of vocabulary in writing procedure text. The use of modeling by teacher A is 7 times or 7,9 percent. She commonly used it in giving example of words pronunciation. Below is the excerpt :

“Onion or /An.jen/”

“Fry or /frai/”

“Vegetable or /vedʒ.tə.bl/ “

By pronouncing it correctly in teaching learning process, students could know and understand the pronunciation of those words. After that the students imitate what the teacher was said together.

Teacher B used modeling in giving examples of sentences to students. The material which was delivered was passive voice in the form of simple present tense and simple past tense. Therefore, she gave many examples in sentences. By giving these examples, the students could know and understand the use of simple past tense and its structure.

Teacher B used modeling in teaching learning process that is 14 times or 13.86 percent. For instance, she modeled the use of sentences like the following excerpts :

“Newspaper is read by my father.”

“Badminton is played by Ahmad.”

“Electric light was invented by Edison.”

By seeing and hearing examples from the teacher, the students could make explicit what should they do as they clarified the ideas or seek clarification for them.

The last teacher used modeling in teaching learning process beside in the form of sentence, also in words. Especially in giving examples of present participle and past participle. Here is the excerpt :

“Azka was beautiful ten years ago.”

“Drink drank drunk”

“Sing sang sung “

The total amount of modeling used by Teacher C is : 39 times or 29.77 percent. This amount is highest between another teacher.

2. Bridging

The second type of scaffolding talk performed by teachers of MTsNWirosari was bridging. Generally, this technique is used to connect new knowledge that will be explained by teacher to last knowledge. As well known that students will only be able to learn new concepts and language if these are firmly built on previous knowledge and understanding. So, the students will not be surprised and confused.

The application of bridging in this research was vary. Teacher C is the most widely used of bridging with the total amount of 15 or 11.45 percent of all scaffolding talk types. She used bridging by establishing personal link between the students and the subject matter, such is the following excerpt :

"Have you ever told a story?"

"Kalaujanuariberapabulan yang lalu?"

With these sentences, she tried to make students personal link with subject matter. She showed how new material is relevant to students' life. So that, the students could revisit their original impressions explain why their original responses were supported by the text.

Furthermore, this teacher was used to make sentences by offering participant as a subject or object in the sentences. By giving this ways, student are supported to active in the teaching learning process. It can be showed by the following excerpt :

" Subyeknyamaupakaisiapa?'

"PakaiBaita (student) saja, ya."

Opposite to teacher C, Teacher A and B were seldom to use bridging in teaching learning process. Teacher A used 3 times or 3.38 percent of her all teacher's scaffolding talk types and teacher B only used once or 0.99 percent. Teacher B used bridging in connecting to the students previous knowledge while teacher C used it to connect with Indonesian language which well known by students.

3. Contextualizing

Many educators used contextualization to make language accessible and engaging for students in sensory context by using manipulative, pictures, a few minutes of film, and other types of realia (authentic objects and source of information).

In the context of teachers' scaffolding talk, contextualization can be applied by creating analogies and metaphor based on students' experiences. It can bring complex ideas closer to students' world experience.

In the teaching practice of MTsNWirosari teachers, the use of contextualization was less. Teacher A used it 3 times or 3.33 percent of all scaffolding talk types, teacher C 2 times or 1.53 percent of all scaffolding talk types, while teacher B didn't use this type of teacher scaffolding talk. Below is the except of contextualizing :

"Kalau Mrs. Rani was atau were?"
"Kalau Mrs. Rani and Galuh was atau were?"

The use of "*kalau*" or in English "if" , showed that the teacher want to make analogy. In the previous sentence in the class interaction, the teacher had just made of verb agreement, that is : he was, she was, it was, you were, we were, they were. The latest examples was supposed insufficient in explaining verb agreement. So that it is needed support to help student in order that the ideas closer to students' experience.

4. Offering explanation

In classroom discourse, explanation is one of the most widely activity used. Theoretically, These explanations should openly address the learner's comprehension about what is being learned, why and when it is used, and how it is used. At the beginning, explanations are detailed and

comprehensive and repeated often. As the learner progresses in his knowledge, explanations may consist of only key words and prompts to help the learner remember important information.

For example, when teaching children how to identify adjectives in a sentence, the teacher will need to lead the children through learning the detailed definition of an adjective in the beginning. The instructor may have to repeat or rephrase this thorough explanation many times during guided practice. As the students gain experience, the teacher might just prompt the students with words like “what kind”, “which one” and “how many.”

Actually, almost interaction in teaching learning process, in this observation are explanation. But, it was different with offering explanation performed by the teachers here. They almost didn’t use this technique. Offering explanation, in this situation, can be defined as explanation that the teachers give or offer to students. It is common to use both “would you like” and modal form such as “can I …”, “May I …” to offering something.

From the three teachers in MTsNWirosari, only teacher B that used this technique, just one utterance that is like this excerpt in Indonesian :

“lagiya !”.

This utterance in English is (explain) again !, means that the teacher offered to the students to give further example or explanation. The teacher did it because she felt that the students weren’t satisfied with the given example or explanation.

5. Inviting students participation

Teachers commonly use this type of scaffolding to provide the students to be able to participate in the learning process. Teachers usually

give a question to students related to the topic which has just explained. With this question, students will focus on current teaching process. So that they will not bored in the classroom activity.This technique also will heighten students engagement and ownership in the learning process.

In the observation, This type of teachers' scaffolding talk is the second most used widely of all scaffolding talk types. Therefore, students could active in engage in teaching learning process. They answered teacher's question enthusiastically.Teacher A used this type in teaching learning process 29 times or 33.33 percent of all teachers' scaffolding talk types. She invited students participation with the question and command like the following excerpt :

"raise your hand, please !"

"oke, who wants to report the result ?"

"pay attention, please !"

By using questions and commands like excerpt above, the teacher supported the students to be involved actively in teaching learning process.So that the new knowledge could be embedded firmly in the students academic development.

Furthermore, teacher B used this type of scaffolding talk 25 times or 24.75 percent of all teachers' scaffolding talk types. The following excerpts are the application of inviting students participation performed by teacher B.

"Any question so far ?"

"Siapa yang bisamengubahnyamenjadikalimataktif ?"

Teacher C also invited student participation by giving question and command. Teacher C used this in the teaching learning process was 25.19 percent. One of technique that was used by teacher C that is different with teacher A and teacher B like excerpt below :

"repeat after me !"

Hearing this sentence, the students would answer “okeoke, sip” together. So that, student that didn’t focus on the lesson former, will be focus on the study.

6. Clarifying student’s understanding

Before continuing to the next explanation of certain material, teachers need to know whether students understand in teacher explanation.Teachers usually ask student like, “get it” or “do you understand?”. Sometimes teacher ask about material that has just been explained directly. If the students can answer the question, it means that the students have understood what have been explained. But if students in the classroom generally cannot answer the question, it means that the students haven’t understood yet. Therefore, teachers need to re-explain the subject matter.

In this research, this type of scaffolding is the most widely used from the other types performed by each teacher. Teacher A used it by 37 time or 42.22 percent of her scaffolding talk types. In clarifying students understanding, teacher A commonly give questions like the following excerpt :

“Fried rice, anyone knows, ada yang tahu, apa fried rice ?”

“Title or judul. What does it mean, artinyaapa ?”

“Is it clear ?, sudahjelas ?”

“Get it, Faham ?”

Data showed that teacher A emphasized on mastering vocabulary. Therefore, when there was new vocabulary, this teacher always ask a question on the meaning of the words.

Teacher B used this type of scaffolding talk 58 times or 57.43 percent of her scaffolding talks. All of them are in the form of question like the following excerpt :

“in English, what is the pattern of passive voice ? rumusnyaapa ? rumus passive voice ?”

"What are to be used in present tense ?apa to be yang digunakandalamkalimat present tense ?"

"What the meaning is I like apple ?artinyaapa I like apple ?"

The activity of teaching process performed by this teacher was almost in giving questions.

Teacher C used this type of scaffolding talk 38 times or 29.01 percent of her scaffolding talk types. The following excerpt shows her technique in clarifying students understanding.

"When we use was or were ?kapankitamenggunakan was atau were ?"

"apaitu adjective ?"

"sampaisinijelas?"

7. Reinforcing

Reinforcement is an event that increases behavior. In the classroom, reinforcement occurs as teachers manage the environmental events that follow students' desired ways of behaving so to increase the strength and future likelihood of that behavior.

Reinforcement comes in two types—positive and negative. Positive reinforcement occurs when desired behavior is strengthened by the presentation of a contingent stimulus. The attractive, behavior-increasing, contingent stimulus used during positive reinforcement is referred to as a positive reinforcer. A positive reinforcer is defined as any environmental event that, when given in response to the behavior, increases the strength and frequency of that behavior. Some commonly used positive reinforcers in the classroom are praise, attention, tokens, and stickers.

Negative reinforcement occurs when desired behavior is strengthened by the removal of a contingent stimulus. The aversive, behavior-increasing, contingent stimulus that is removed during negative reinforcement is referred to as a negative reinforcer. A negative rein-forcer

is defined as any environmental event that, when taken away in response to the behavior, increases the strength and frequency of that behavior. Some commonly used negative reinforcers in the classroom are taking away an aversive assignment (e.g., homework), withdrawing an intrusive stare, or canceling a chore.

In this classroom discourse, teacher A used reinforcement 9 times or 10.00 percent of her scaffolding talktypes. She used this type as a feedback after a certain student could complete a given task. The reinforcement is in the form of teacher statement, command to others students to give applause and to give a score in completing the task. Below is the excerpt of reinforcement performed by teacher A.

"Ok, that is quite clever question."

"oke, give applause for siti."

"oke, I will score your work, sayaakanmenilaipekerjaankamu."

Different with teacher A, teacher B was lack of giving reinforcement to the students. She just gave 2 times or 1.98 percent of all reinforcement.The excerpt below showed her reinforcement.

"oke, salahgakapa-apa."

"Oke perfect, kata reza perfect."

The lack of reinforcement applied by the teacher B caused the lack of student participation in teaching learning process.

Slightly better that teacher B, teacher C applied reinforcement to increase student interest 4 times or 3.05 percent of her scaffolding talk type.

B. The linguistic Features characterize scaffolding talk in the teaching learning process

After identifying teachers' scaffolding talk in teaching learning process in MTs NegeriWirosari, I would like to describe the finding of the language features characterizing scaffolding talk on the basis of clause

complex. The linguistic features in teacher's scaffolding talks are analyzed based on the mood performed in each clause from teacher's scaffolding talks.

The mood types cover actions such as negotiating proposition, giving information, demanding information, demanding and giving goods and services. Mood in English is realized by the position in the clause of the subject and finite.

The following table showed the example of mood analysis from teachers scaffolding talk.

No	Teachers' scaffolding talk	Polarity +/-	Mood						
			Imperative	Deicity Temp Modal	Mood Person		Indivcative		
								Interogative	
					Interaction	Non Interaction	Declaratve	Yes/No Q	Wh Q
1	Who is absent today ?	+		Present	Speaker				V
2	Do you have the items ?	+		Present	Speaker			v	
3	Do you kamupunyasoal-soalnya ?	+		Present	Speaker			v	
4	Sudahdifoto copy ya.	+		past	Speaker			v	
5	Fried rice, anyone knows, ada yang tahu, apa fried rice ?	+		Present	Speaker			v	
6	Teks procedure sudah kalian pelajaripadamateri yang lalu.	+		past	Speaker		v		
7	Sudahbelum ?	+		past	Speaker			v	
8	How many parts are there in procedure teks. Ada berapabagian di teks procedure?	+		Present	Speaker				v

The following are the outlines of the data analysis and data interpretations. The mood types found in this analysis are as follows :

1. Imperative

   Imperative deals with demanding and giving goods and services. In this observation,it typically does not contain the elements of subject or finite but consist of only a predicator. The omission of the subject in an imperative occurs because all imperatives are implicitly addressed to the addressee. Teacher A applied imperative in classroom discourse in frequency 19 (21.1%). The following are examples of imperative :

   "please, raise your hand !"

   "louder!"

   "check your friend!"

   Teacher BUsed imperative in classroom discourse in frequency 19 (21.1%). The following are examples of imperative performed by teacher B :

   "raise your hand and come forward !"

   "okealif, dibacalifnomersatulif, yang majulif !"

   Teacher C Used imperative in classroom discourse in frequency 11 (8.4%). The following are examples of imperative performed by teacher C :

   "now, please look at the worksheet. Lihatworksheetnya.Simple past tense."

   "Give applause for Baita !"

   In this use, imperatives position the speaker as having some power over the addressee. In addition, the imperative form is a strong advice form since it contrasts with the less authoritarian *should*-form.

2. Indicative

   Indicative is something to do with exchanging information. It divided into two types, that is :

a. Declarative

Declarative clauses can be identified as clauses in which the structural element of subject occur before the finite element of the clause. Full declarative clauses are typically used to initiate conversational exchanges by putting forward information for negotiation. Declaratives can present both factual information or attitudinal opinion.

In this observation, teacher A used declarative in her scaffolding talk in frequency 8 (8.89%). Generally, she used this type of mood to give feedback in form of praising after certain student complete given task well. Below are the examples of declarative :

"Ok, that is quite clever question."

"(it is) very good."

Teacher B used declarative in her scaffolding talk in frequency 16 (15.8%). She used it commonly to give examples to her students as model. The excerpts below are the use of declarative by teacher B:

"My sister wrote the letter."

"Badminton is played by ahmad."

Different with teacher A and teacher B, Teacher C used declarative in her scaffolding talk in frequency 43 (32.8%). She used it beside to give examples to her students as model, also to praise the students. The excerpts below are the use of declarative by teacher C :

"oke, good."

"I will give you a score, sayaakanmemberimunilai."

b. Polar interrogative

Polar interrogatives, also known as yes-no interrogatives, can be identified as clauses where the finite element occurs before the subject. Full polar interrogatives are typically to initiate the exchange by requesting information from others. They thus construct the speaker as dependent on the response of other interactants.

The use of polar interrogative by each MTs NegeriWirosari teacher was generally balance. Teacher A has frequency 19 (21.1%), teacher B has frequency 17(16.8%) and teacher C has frequency 23 (17.6%). They used it in many purposes such as to invite students participation or to clarify students understanding. Excerpt below are polar interrogative application :

"Fried rice, anyone knows, ada yang tahu, apa fried rice ?"

"Is it clear ?, sudahjelas ?"

"Oke, any question ?"

"Have you finished ?"

"Jelassejauhini ?"

c. Wh-interogative

Wh-interrogatives consist of wh-question word. The purpose of the wh-word is to probe for a missing element of clause structure. For example, *when* probes for a circumstantial adjunct, *who*probes for the subject etc. Wh-interrogatives set up an expectation that the answering clause will fill out (give content to) the missing element of clause structure.

The use of wh-interrogative by each MTs NegeriWirosari teacher was the most widely used. Teacher A has frequency 44 (48.9%), teacher B has frequency 56 (55.45%) and teacher C has frequency 53 (40.46%). They used it generally to invite students participation. Excerpt below are wh-interrogative application :

"who will answer number ten ?"

"Kenapawere ?"

"Teach, what does it mean ?teachartinya ?"

"Who's next, siapalagi ?"

3. Polarity

Every clause that has selected for mood is one of two polarities : either positive or negatives. If the polarity is positive, then there will be no explicit indication of that in the clause. Where the polarity is negative, a negative morpheme will be expressed.

In this observation, the use of negative polarity by teachers of MTs Negeriwirosari was very less. It means that almost all teacher used positive polartity. Teacher A and teacher C didn't use it in their scaffolding talk polarity type. Only teacher C used it in two places. She used it to clarify student's understanding and to reinforce the student. Below are the excerpt :

"Oke, siapa yang belumfaham ?yangbelumfaham ?"

"Yo, salahgak pa pa."

4. Modality

One final dimension of mood which needs to be considered is that of modality. Modality is a range of different ways in which speakers can temper or qualify their messages. Modality indicates the speaker's judgement of the probabilities or the obligations involved in what he or she is saying.

In this observation, the use of modality by teachers of MTs Negeriwirosari was not so much. Teacher A use it in their scaffolding talk modality type in frequency 2. Teacher B only 1, and teacher C used it in 7 places. Below are the excerpt :

""**Can** you differentiate between onion and garlic ?"

"Oke, siapa yang **dapat**merubahnyamenjadikalimataktif ?"

"Who **can** answer number seven ?"

C. Speech Function

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:

Speech role

Speech Role	**Comodity 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. 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.

The example of speech function analysis.

No	Scaffolding Talk	Speech Function			
		Statement	Question	Offer	Command
1	Do you have the worksheet ?		v		
2	Kalian sudahmembawaworksheetnya ?		v		
3	have you read it ? sudahdibaca ? have you ?		v		

4	now, please look at the worksheet. Lihatworksheetnya. Simple past tense.				v
5	Have you ever tell a story ?pernahkah kalian menceritakankejadian-kejadianhidup kalian ?		v		
6	pernahberceritakarokancanetentangkejadianhidup kalian padamasalalu ?		v		
7	tentangapa ?		v		

The following are the outlines of the data analysis and data interpretations. The speech function found in this analysis are as follows :

1. Statement

   Statement deals with having something to do with giving information. Interactions patterns in the teacher's scaffolding talks have something to do with giving information such as : "Kalau Mrs. Rani was angry two minutes ago. Bu rani marahduamenit yang lalu.", "Most of you have done well, sebagianbesardarikamusudahbekerjadenganbaik" "the student sang English song.".

   This speech function has the frequency 9 (10%) applied in teacher's scaffolding talks for the majority of the scaffolding talks performed by teacher A. Teacher B has the frequency 16 (15.84%) applied in teacher's scaffolding talks for the majority of the scaffolding talks performed by teacher B. Teacher C has the frequency 46 (35.11%) applied in teacher's scaffolding talks for the majority of the scaffolding talks performed by teacher C

2. Question

   Question means that the interaction patterns in the teacher's scaffolding talks have something to do with demanding information such as: "Have you ever tell a story ?pernahkah kalian menceritakankejadian-kejadianhidup kalian ?", "Passive form nya?", "Who's next, siapalagi?". This speech function has the frequency 61 (67.78%), 74 (73.27%), 72 (52.94%) applied in teacher'sscaffolding talks as there are some of the

teacher's scaffolding talks performed by teacher A, teacher B and teacher C in turn about demanding information.

3. Command

Command means that the interaction patterns in the teacher's scaffolding talks have something to do with demanding good and services, such as:" Ya tiara, please come forward. Pay attention!", "raise your hand and come forward.!", Repeat after me !" This speech function has the frequency 20 (22.22%), 10 (9.90%), 13 (9.92%) applied in teacher'sscaffolding talks as there are some of the teacher's scaffolding talks performed by teacher A, teacher B and teacher C in turn about demanding good and services.

CHAPTER V
CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions and pedagogical implications of the study. Based on the data analysis and datainterpretation presented in chapter IV, I can make some conclusions. The conclusions are as follows.

A. CONCLUSIONS

1. Types of teachers' scaffolding talk

   In this observation, there are seven types of scaffolding talks, that it : modeling, bridging, contextualizing, offering explanation, inviting students' participation, clarifying the students' understanding, and reinforcing. Clarifying students understanding are very dominant in all data analysis. They generally use questions to clarify students' understanding. In other words, the teachers have tendency to ask question more than others technique. Meanwhile, the least type of scaffolding talk used by teachers is offering explanation. Moreover, certain teacher didn't use this type of scaffolding talk.

   Despite the importance of questions, teaching learning activities with teachers asking a questions, receiving students response, asking a question of a new student, and so forth are typically boring and accomplish little other than assessment of students' factual knowledge. Such assessment is important, but if that is all that is done in discussion, students may come to perceive that the teacher is interested only in finding out who knows the answer. When this occurs, a discussion become a fragmented ritual rather than a meaningful, enjoyable process.

   Therefore, teachers need to pay attention on the amount and type of talking they do, and to evaluate its effectiveness in the light of their pedagogical objectives. Questions are also extremely important, but it

needs to be monitored the type of question that be asked, particularly in term of their potential to stimulate extended students responses.

Another consideration is wait time, that is the thinking space teachers give to students between asking a question and demanding a response. It is important in language classrooms because it can be greater required to comprehend and interpret the questions in second language or foreign language.

Another issue relevant to the management of learning concerns the distribution of questions. It is generally considered desirable to distribute questions among all students rather than restricting them to a select few. While some students who do not actively participate in lessons do well, all other things being equal, students will improve more rapidly if they are actively engaged in interaction than if they are passive. In teacher-fronted interactions, by distributing response opportunities widely, all learners are kept alert and given opportunity in respond.

2. The Linguistic features characterizing teachers' scaffolding talk

The Linguistic features characterizing teachers' scaffolding talk realized in mood. The mood types characterizing the teachers' scaffolding talks are indicative consisting of declaratives and interrogatives. Interrogatives comprise wh-question and yes/no-questions and the last one is imperatives.Wh-questions have the most. The least of teacher B and teacher C is imperatives, but teacher A is declaratives.

Related to the mood types above the deicticity consisting of temporal finiteness, that is present and past and modal finiteness. Present time has the majority of deicticity. The modal finites have the smallest amount of them all.

Positive polarity has more than negative one. For mood person comprises interactants and non-interactants. The dominant is interactant performed by the speakers in the scaffolding talks are the teachers.

From the result above, it can be conclude that there is no balanccing. If the declarative, interrogative and imperative are balance, the situation of the class is active and alive.

3. The Use of Certain Speech Functions in the Teachers' Scaffolding Talks

The speech functions are alsorealized in the teachers' scaffolding talks. In this study, the speech functions performed by the teachers in teachers' scaffolding talks are statements, questions and commands. Offer is only one from others.

As the teachers speak English a little in their classroom discourse so the speech functions realized in the teachers' scaffolding talks mostly are Indonesian then followed by English and Javanese. The most widely used of the speech functions are questions. The teachers use question to clarify understanding and to inviting student participant. The questions are often used by the teachers to ask the students to take part in the lesson. The types of questions needing shorts response performed are more than full interrogative, such as: yes/no questions, elliptical interrogatives are a lot while wh- question and full interrogatives are rarely for they are considered difficult to answer. The students considerfull interrogatives are difficult ones because they need long answers, critical thinking, cognitive development and required natural language use.

B. SUGGESTION

After conducting the research and knowing teachers' scaffolding talks at MTs N Wirosari, the writer would like to offer some suggestions. The suggestions are as follow:

1. English teachers should balance in using scaffolding talks in teaching and learning process, to support the learners' development.
2. The teachers should not use most of the time only to ask the students about material. It is better if they spent time to explain material for a while and

then ask the students to be more active with do some discussion and other activities.

3. Because of many types of scaffolding talk suggested by experts, Other researchers who want to conduct a study under the same topic, it is suggested to use other various types of teachers' scaffolding talk to provide many choice.

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Appendix 1 : Transcription of Teacher A

T : Assalamu'alaikum Wr. Wb.

S : Waalaikum salam Wr. Wb.

T : Good Morning Student

S : Good morning, mam.

T : How are you today ?

S : Awesome, I'm steady, Wonderful and great. And you ?

T : I am fine too. Who is absent today ?

T : Okay, we will study about …, hari ini kita akan belajar tentang, I will write …, saya tulis pokok-pokok materinya, writing procedure text. This skill, kemampuan ini ya, was on last year UKK. Kemampuan ini keluar dalam ulangan kenaikan kelas tahun kemarin. Do you have the items, do you kamu punya soal-soanya ?

S : Yes.

T : Sudah difoto copy ya.

S : ya,

T : Open item number forty five. Buka soal nomer empat puluh lima. Let's study together, kita pelajari bersama, make a procedure text, buatlah text procedure with the title, dengan judul how to make a plate of fried rice. Fried rice, anyone knows, ada yang tahu ? apa fried rice ?

S : Nasi goring

T : Kita, hari ini akan mempelajari cara menulis teks procedure how to make fried rice. Teks procedure sudah kalian pelajari pada materi yang lalu. Sudah belum ?

S : Sudah.

T : How many parts are they, in procedure teks. Ada berapa bagian di teks procedure?

S : Three

T : Number one.

S : Title.

T : Louder, lebih keras lagi ?

S : title

T : title or judul. What does it mean ? artinya apa ?

S : Judul

T : Judul atau tujuan.

T : Number two.

S : Materials

T : Material or ingredients. What does it mean ?

S : Bahan-bahan

T : Number three ?

S : Steps ?

T : What does it mean ?

S : Langkah-langkah.

T : Ya, sebelum kita mempelajari atau mulai menulis how to make a fried rice, I'll give an example, saya akan memberikan contoh of procedure text, dari teks prosedur yang lain ya, yang berjudul, yang berjudul how to make a plate of fried noodle. Fried noodle, what does it mean ?

S : Mie goring

T : Louder ?

S : Mie goring

T : Mie goring, kenapa saya berikan contoh teks procedure membuat mie goring ? karena vocabulary yang akan digunakan hampir mirip dengan how to make fried rice. Let's work, let's discuss in a group. Kita belajar, kita berdiskusi dalam kelompok, I will devide this class into six group, ya. Six or five group. So let's count one until four. One until four. Ok, I will decide four…five groups, lima grup saja ya. Berarti berapa jumlahnya ini ?

S : Dua puluh delapan

T : Count one until five. Ok, let's start count one until five.

S : One two three four five, one two three four one

T : Five, you five

S : Five

T : Louder

S : One two three four five, one two three four five, one two three four

T : Ok, group one, please raise your hand ! check your friends ! higher, haiyer, group two. Group three, group four four…and five. Ok, let's make a group, let's make a group in two minutes, without any noise. Go, buat kelompok, dalam dua menit. Tidak perlu gaduh.

T : Have you finished ?

S : Yes

T : Louder

S : Yes.

T : Ok. I'll give you for the materials. Read in group, baca dalam kelompok. Ok you have there, example of procedure text, how to maka a plate of fried noodle. Fried noodle means …

S : Mie goreng.

T : Very good. Mie goreng. Ya. Let's check one by one about the generic structure, kita lihat satu per satu terutama tentang generic structure nya. Tentang strukturnya. Yang pertama goal, don't forget to write the goal in procedure text. Jangan lupa menulis goal, jika kamu membuat teks prosedur. How to make a plate of fried noodle, that is the goal. Second, part number second is material. Or ingredients. We have here number one, boiled noodle. Noodle is mie as you know. Then what is boiled ? boil, apa ya artinya ?

S : Rebus

T : Can you repeat ?

S : Rebus.

T : Boiled noodle means mie rebus. And then three onion. What does it means, onion.

S : Bawang putih

T : Bawang putih. You can try the meaning number one until number ten. Kamu bisa tulis arti-arti tadi material satu sampai sepuluh. Noodle, onion, and then we have here polip flower, what does it mean polip flower ?

S : Minyak

T : Minyak ? is it right ? bunga kol, atau kol saja. And then carrot.

S ; Wortel

T : Wortel. The last material is frying oil. Frying oil means ?

S : Minyak goreng

T : Minyak goreng. Jadi bahan-bahannya di situ ada enam. Apakah bahan-bahan itu ditemukan lagi dalam membuat nasi goreng ? ada tidak ?

S : Ada

T : Tetapi, is there anymore other ingredients ? apa ada bahan yang lain yang tidak sama dengan bahan mie goreng ?

S : ada.

T : ada. What are they ?

S : Chili.

T : And then ? how to make fried rice. Have you ever cooked fried rice, pernahkah kamu merasakan mie goreng ?

S : Pernah

T : Selain chili apa lagi

S : Rice

T : Rice. And then ?

S : Salt.

T : Salt. You have salt here you know, a.. fried noodle, di mie goreng tadi sudah disebutkan ya salt. Selain rice, chili, apa lagi ? about the vegetables, sayurannya apa yang …

S : Tomato

T : Tomato, ya bisa. Jadi nanti kamu tambahkan sendiri bahan-bahannya. Let's move on, kita lanjutkan. On step, pada langkah-langkah first, will be onion and salt . grim, what does it mean grim?

S : Haluskan

T : Ya haluskan or tumbuk. Second, fry the spices, what does it mean fry ?

S : Menggoreng

T : Menggoreng. What does about fry, …spices, what does it mean ?

S : Bumbu.

T : Third. Add the boiled noodle. Add the boiled noodle, what is it add ?

S : Tambahkan mie rebus.

T : Add means tambahkan. add means tambahkan, and then number four. Add the vegetables. What about vegetable? What does it mean ?

S : Sayuran.

T : Finally, serve it warm. Serve, what does it mean ?

S : Melayani,

T; In this teks it means sajikan. Get it ? sudah mengerti ?

S : Sudah.

T : How to make a plate of fried noodle. We have similar vocabularies and similar steps with how to make a plate fo fried rice. Ya, kita memiliki vocabulary dan langkah langkah yang mirip dengan cara membuat nasi goreng. Oke, your taks is, tugasmu adalah make a procedure text hao to make a plate of fried rice. To help you find this vocabularies, untuk membantumu ya, menambah kosa kata, di situ ada petunjuk bisa kamu cari vocabularies yang lain. Oke, in group discuss it, berdiskusi, write behind the sheet, ya nulis di belakang sheet ini, nanti one of you in group will present, akan presentasi hasil diskusinya. Ya, ten minutes. Only ten minutes discussion, sepuluh menit diskusi kemudian kamu laporkan hasil pekerjaanmu.

S : How many onion do we need ?

T : How many onion do we need ? it's up to you. You can write two, or three. It's up to you. Is it clear ?, sudah jelas ?

S : Yes.

T : Mam, how long should we ppppp spices. It can be three minutes Or two minutes. Get it ? faham ?

S : Yes

T : Another question ?, yes. Kunti

S : What is bawang merah in English ?

T : Ok, that is quite clever question. Can you differentiate between onion and garlic ? which one is bawang merah ? anyone knows ? ada yang tahu ? garlic is bawang …

S : Merah

T : No, onion is bawang merang. Garlic is bawang putih. oke, who want to report the result, siapa yang mau melaporkan hasil diskusinya ?

S : Me, mam.

T : Oke, vina please come forward.

S : Vani, mam.

T : O ya, vani please come forward. Read it aloud. Baca dengan jelas ya. The other friend, please pay attention, tolong perhatikan. Come on, dibaca.

Vani : How to make a plate of fried rice. Goal, how to make a plate of fried rice. Material : one,rice, two : chili, three : frying oil, …flower, tomato. Step. First, ….the onion, chili and sauce, second, …..the pan, third, add the rice, fourth, add the vegetables, finally : serve it cook.

T : Oke, please give reward for vani, ya. Give applause. Oke, let's discuss about her group discussion. You can go back to the seat. The writing of vani's group , please, attention please, the writing of vani's group is correct. But she has some mistake in pronunciation. Ya, kesalahannya ada pada di pronunciation, cara membacanya. Pelafalan. Oke, I have the word nasi, how do you pronounce it in English ? ris or rais ?

S : Rais

T : Rais. What about cabe ?

S : Chili

T : What about bawang merah ?

S : Onion

T : Onion or anyen.

S : Anyen.

T : and then menggoreng., what does it mean ?

S : Frying

T : Fri or frai ?

S : Frai

T : Bawang then bumbu

S : Spices

T : Louder

S : Spices

T : Spis or spais ?

S : Spais

T : Oke, that is for vani's group. Oke, I want to help siti's group. Please one of you come forward. Read it aloud. Mistake is okay, kesalahan itu tidak apa-apa.

S : How to make a plate of fried rice . goal : how to make a plate of fried rice, materials : a plate of fried rice, five chili, three onion, two garlic, vegetables, salt, egg, steps : ….chili and onion, garlic and salt, second : fry the spice, third : add rice, fourth, : add vegetables, finally : serve it

T : Oke, I want to ask you. Vegetabel or vejetabel

S : Vejetebel

T : Louder

S : Vejetebel

T : Plet or pleit

S : Pleit

T : Louder

S : Pleit

T : Oke, give applause for siti. Who's next, siapa lagi ? ya tiara, plese come forward. Pay attention

S : How to make a plate of fried rice. Material or ingredient : rice, chili, salt, onion, sauce, spices. Step, first grim spice until fragrance aroma, second : add the rice in the frying pan after then add the sauce and vegetable, finally, serve in warm.

T : Okey, let't correct the mistake. After that not after then, and then three onion not there onion, three tiga ya, bukan ada, oke, give applause for tiara. Oke, we come to the end to our discussion today, kita sudah berada di akhir diskusi

kita hari ini, most of you have done well, sebagian besar dari kamu sudah bekerja dengan baik, oke, I will score your work, saya akan menilai pekerjaan kamu. Please collect your works, tolong salah satu mengumpulkan pekerjaannya ke mari. Ya please all of you all your group please collect, and then rima's group come on. Okay, that was how to make a plate of fried rice, you can know and serve the question number forty five, kamu sekarang bisa menjawab soal nomor empat puluh lima dalam UKK tahun kemarin, ya. In writing a procedure text, dalam menulis teks prosedur don't forget about the generic structure which are goal, materials and steps. And then use imperative noun, gunakanlah kata kerja perintah, is there any question ? apa ada pertanyaan ?

S : No.

T : That's all for today. you have to finish last year uKK. Kamu harus menyelesaikan soal UKK tahun kemarin as your homework, sebagai PR. That's all for today. Wassalamu'alaikum wr wb.

S : Waalaikum salam wr. Wb.

Appendix 2 : Transcription of Teacher B

T : Assalamu'alaikum wr. Wb.

S ; Wa'alaikum salam wr. Wb

T : Good morning guys ?

S : Good morning mam,

T : How are you today ??

S : Alhamdulillah, I'm fine and you ?

T : Alhamdulillah, very well, thank you.oke, we will learn about passive voice. Sebelum kita membahas tentang passive voice, let's open our today by reciting basmalah together.

S : Bismillahirrahma nirrahiim

T : Who is absent today ? who is absent today ?, Nihil ? paasive voice, sebelum passive voice, kalian lihat dulu kalimat aktif. Kalimat aktif itu dalam bahasa indonesia itu subyeknya mengenai pekerjaan. Contoh, saya, dalam bahasa indonesia dulu. Saya Menyukai apel. Kalau pasifnya subyeknya itu dikenai pekerjaan. Jadi …

S : Apel disukai oleh saya

T : In English, what is the pattern of passive voice ? rumusnya apa ? rumus passive voice ?

S : Subyek, to be plus verb tiga.

T : Sekarang masuk ke to be dulu. Untuk kalimat present tense, what are to be used in present tense ? apa to be yang digunakan dalam kalimat present tense ?

S : Subyek

T : To be

S : Is, am, are

T : Untuk subyek he, she, it to be nya

S : Is

T : I

S : am

T : They, we, you

S : are

T : He, she, it juka bisa dikatakan sebagai subyek tu

S : Tunggal

T : Singular verb, singular subject. Untuk yang they, we, you. I, they, we, you ?

S : Jamak

T : Plural subject. Atau subject jamak. Kemudian masuk ke contoh, example. I like apple. Ini kalimat aktif atau kalimat pasif ?

S : Passive.

T : What the meaning is I like apple ? artinya apa I like apple ?

S : Saya suka apple

T : Kemudian passive nya.

S : Apple…

T : Ini subject, ini verb satu, apple object. Untuk merubahnya menjadi kalimat passive, objectnya dirubah di depan. Jadi …

S; Apple …

T : Setelah subject ada to be. To be nya apple apa ?

S : is

T : Verb tiga dari kata kerja like ?

S : Liked

T : After verb tiga you can put by. Apple is liked by …

S : me

T : Kenapa me, bukan I ?

S : Karena subject.

T : Adakah di sini I , kenapa di sini me, karena di sini kedudukannya jadi object. I kalau jadi obyek dirubah jadi me. Where is the eraser ? okey, next example. I write the letter. I , I ini

S : Saya

T : Kedudukannya jadi?

S : Subject.

T : Write

S; Verb Satu

T : The letter

S : Obyek

T : Change the sentence into passive form. Ubahlah kalimat ini menjadi bentuk passive.

S : The letters are

T : Kenapa are ?

S : Karena suratnya banyak

T : Ya, karena suratnya banyak atau jamak. The letters are …

S : Written by me

T : Oke, do you understand ?

S : Yes

T : My father reads a newspaper. Siapa yang dapat merubahnya menjadi kalimat pasif ? raise your hand and come forward. Yo, salah gak pa pa. my father reads newspaper, ini kalimat aktif. Siapa yang dapat merubahnya menjadi kalimat pasif ? bela. Bener cah?

S : Salah

T : My father is newspaper. Pasifnya is newspaper read by my father. To be nya apa ?

S : is

T : Newspaper is read by my father. The students study English. Pasifnya, siapa yang bisa ? riki, fajar, firman, Benerkah ?

S : Salah

T : English is studied, you can put by after verb three. By the students, kurang apa tadi

S : by

T : Oke, lagi. Ahmad plays badminton. Vita. Vita. Bener cah ?

S : Betul

T : Badminton is played by ahmad. Any question so far ? ada pertanyaan ?

S : No.

T : Do you understand ?

S : Yes.

T : Oke sekarang yang past tense. What are to be used in past tense ? siapa yang digunakan dalam kalimat past tense ?

S : Was, were

T : He, she, it, I use?

S : Was

T : They, we, you ?

S : Were

T : Do you have marker ? do you have marker ?

T : My mother cooked rice. Ini kalimat menggunakan present apa cah, menggunakan simple apa ?

S : Past tense

T : Past tense. Yang menandakan kalau kalimat ini past tense itu apa ?

S : Verb dua

T : Verb satunya apa ?

S : Cook

T : Ubah menjadi kalimat pasif, ini subyek ini obyek. Obyeknya di depan. Rice …to be nya was atau were ?

S : Was

T : Was. Verb tiga dari cook ?

S : Cooked.

T : Rice was cooked by my mother. Sama, Cuma yang membedakan yaitu to be nya. Kalau to be nya tadi dalam present tense is, am, are, kalau past tense was, were. Dina listened pop songs. Dina telah mendengarkan lagu-lagu pop. Kalau diubah menjadi kalimat passive, obyeknya diubah menjadi subyek. Pop songs, to be nya …

S : Was

T : Was right ?

S : Were

T : Were, kenapa were tidak was ?

S : Karena di belakangnya ada s. pop ?

T : Jamak. Pop songs were listened by dina. Atau by…., dina ini kata gantinya apa ?

S : She

T : She kalau jadi obyek ? her. Pop songs were listened by her atau by dina. Sekarang tak kasih contoh. Edison invent apa ? apa ? edison itu penemu apa ? soalnya itu kan ada, worksheet, di worksheet., halaman ke …

S : Electric light.

T : Edison invented electric light. Edison sub …

S : Ject.

T : Invented ?

S : Verb 2

T : Electric light ?

S : Object.

T : Siapa yang bisa mengubahnya menjadi kalimat passive ? ayo sa. Electric light was invented by Edison. Bener dak cah ?

S : Bener.

T : Oke. my aunt saw a ghost. Change this sentence into passive form. Ubahlah kalimat ini menjadi kalimat passive. Bibikku telah melihat sebuah ….sesosok hantu. Cowok, cowok, wowok. Riki. To be nya apa ? jamak apa tunggal ? oke perfect, katanya si reza perfect. A ghost was seen by my aunt. Sesosok hantu telah dilihat oleh bibikku. Oke, any question ?

S : No, not yet.

T : The student sang English song. Oke, siapa yang dapat merubahnya menjadi kalimat aktif ? subjectnya yang mana ini ?

S : Sang

T : Subject.

S : The student.

T : Sang ?

S : Verb dua

T : Verb satunya apa ?

S : Sing

T : Sing. English song ?

S : Object.

T : Untuk merubahnya menjadi kalimat passive gimana ?

S : English song

T : Object go first, to be

S : Was

T : Kenapa was, tidak is ? karena, past

S : Tense

T : English song was, verb tiga dari sang ?

S : Sung

T : By the students atau by them. Oke, any question ?

S : No, not yet.

T : Sekarang exercise, change these sentences into passive form. Oke, maju number one. My sister wrote the letter. Number two ? oke, dita, firman, firman. Number three ? oke huda, number four. Verb tiga dari bring. Brought.

T : Oke alif, dibaca lif nomer satu lif, yang maju lif.

Alif : The letter was written by my sister

T : Bener gak ?

S : Betul.

T : Salah tak kon benerke. Oke number two, mita.

Mita : Meatball was eaten by rina.

T : Oke, meatball was eaten by rina, bener ?

S : Benar

T : Number three ? tengku firmansyah.

S : A thick dictionary was brought by desy.

T : A thick dictionary was brought by desy. Number four, bella.

Bela : English was spoken by them.

T : English was spoken by them. Sudah, any question ? lagi ya ? number five ? Sri mulyani. Number six ? number seven ? number seven. Mrs. naila teach English. Teach, what does it mean ? teach artinya ?

S : Mengajar

T : Subjectnya yang, Mrs. Naila subject. Teach ?

S : Verb dua

S : Verb satu

T : English ?

S : Object

T : Ini simple apa, present atau past ?

S : Present

T : Passive form nya ?

S : English is

T : Verb tiga dari teach ?

S : Teached

T : Taught by her atau by Naila. Oke, siapa yang belum faham ? yang belum faham ? rima, faham rima ? oke, I hope you understand of passive voice, saya rasa kamu sudah faham passive voice. Thanks for your attention, let's close our today by reading hamdalah together.

S : Alhamdulillah.

Appendix 3 : Transcription of Teacher C

T : Assalamu'alaikum wr wb

S : Waalaikum salam wr wb

T : Good morning student ?

S : Good morning, mam

T : How are you today ?

S : Alhamdulillah, I'm fine. And you ?

T : I'm fine too. Thank you. Okay, today we will discuss about simple past tense. Do you have the worksheet. Kita hari ini akan mendiskusikan tentang simple past tense. Kalian sudah membawa worksheetnya ?

S : Sudah

T : Have you read it ? sudah dibaca ? have you ?

S : Sudah

T : Now, please look at the worksheet. Lihat worksheetnya. Simple past tense. Have you ever tell a story ? pernahkah kalian menceritakan kejadian-kejadian hidup kalian ?

S : Pernah

T : Pernah bercerita karo kancane tentang kejadian hidup kalian pada masa lalu ?

S : Pernah

T : Tentang apa ?

S : Tentang masa kecil

T : Masa kecil. Kejian yang sudah lampau itu kita akan membicarakannya menggunakan simple past tense. Simple past tense is used to tell an event in the past. Digunakan untuk menyatakan kejadian di masa lampau. Jadi kalau bu rani membuat kalimat, bu rani marah dua menit yang lalu meskipun dua menit itu masuk dalam bentuk past tense. Mrs. Rani was angry two minutes ago. Bu rani marah dua menit yang lalu. Azka berkecip lima detik yang lalu, itu juga merupakan simple past tense. Now back to worksheet, kembali ke worksheet. The structure of simple past tense, simple past tense divided by

two, dibagi menjadi dua. Kita bisa lihat yang pertama adalah nominal past tense and verbal past tense.yang disebut dengan nominal past tense adalah simple past tense yang menggunakan kata bantu atau to…

S : To be

T : Kalian bisa baca to be nya ada apa saja di situ ?

S : Was, were

T : Was and were. Were opo where ?

S : Were

T : Was and were. When we use was or were ? kapan kita menggunakan was atau were ? we use was if , kita menggunakan was jika subject nya

S : I, he, she, it

T : And we use were if the subject is

S : You we they

T : Jadi nanti kalau ketemu dengan simple past tense gathuk e adalah I was

S : He was, she was, it was, you were, we were, they were

T : Kalau Mrs rani was atau were ?

S : Was

T : Kalau Mrs Rani and galuh was or were ?

S : Were

T : Now, next to the structure of simple past tense with to be. Subject, do you steel remember what is adjective ? masih ingat apa itu adjective ?

S : Masih

T : Apa itu adjective ?

S : Kata sifat

T : Kata sifat. Kalau adverb ?

S : Kata kerja

T : Kata kerja ?

S : Kata keterangan

T : Kata keterangan apa ?

S : Waktu

T : Apa lagi ?

S : Tempat

T : Tapi kalau pada simple past tense yang digunakan adalah kata keterangan …

S : Waktu

T : Masih ingat noun ?

S : Masih

T : Apa itu noun

S : Kata benda

T : Sebelum kita masuk ke sini tolong dilihat dulu worksheetnya. Page two, halama ke dua. Disit, oh sorry. Di situ ada time signal atau penanda waktu, Mrs rani sudah menuliskan yang sering dipakai, kalian bisa membaca dan mari kita baca sama-sama. Repeat after me

S : Oke, oke, sip.

T : Yesterday

S : Yesterday

T : Yesterday morning

S : Yesterday morning

T : Yesterday afternoon

S : Yesterday afternoon

T : The day before yesterday

S : the day before yesterday

T : This morning

S : This morning

T : This noon

S : This noon

T : Just now

S : Just now

T : Last night

S : last night

T : Last week

S : Last week

T : Last mont

S : Last month

T : Last year

S : Last year

T : Last Sunday

S : Last Sunday

T : Last friday

S : Last Friday

T : Last april

S : Last april

T : Last july

S ; Last july

T : A moment ago

S : A moment ago

T : An our ago

S : An our ago

T : Two days ago

S : Two days ago

T : A few days ago

S : A few days ago

T : three weeks ago

S : three weeks ago

T : A year ago

S : A year ago

T : A month ago

S : A month ago

T : A few minutes ago

S : A few minutes ago

T : Now you can tell me in English, misalkan kalian baca dalam bahasa inggris, please raice your hand, silahkan tunjuk jari, bulan januari yang lalu please, raise your hand. Bulan januari yang lalu. January in English is January. Raise your hand please.

S : Last January

T : Ya, bisa. Last January, januari yang lalu, or …ada yang lain ? yang pakai ago, ago itu. Ini bulan apa ?

S : Mei

T : Kalau januari berapa bulan yang lalu ? three or five, eh three or four, sorry.

S : Four.

T : Jika kalian mengatakan menggunakan ago, menggunakan last January tidak salah, betul. Jika kalian menggunakan ago, berarti four month ago, empat bulan yang lalu. Sekarang kalau februari, siapa bisa, raise your hand, please. February, raise your hand please. Baita, you will answer ?

S : Three months ago.

T : Three months ago. Sampai sini jelas ?

S : Jelas

T : Any question, ada pertanyaan ? dah, lanjut ya. Sekarang kita lanjut ke sini. Kalian sudah tahu adverbnya, pokok e kejadian di masa lampau. Keterangan waktunya sudah dibaca sama-sama. Sekarang kita masuk ke structure nya. Susunan kalimatnya yang pertama kita tulis subjectnya dulu. Kalian pengen subject siapa ?

S : Azka

T : Azka. Azka use was or were ?

S : Was

T : Remember, there is no verb when there was or were, tidak ada verb ketika menggunakan was atau were. Jadi yang digunakan adalah adjective atau noun. Jadi sekarang kalian cari. Azka was ….adjective, adjective. Atau noun, beautiful. Beautiful is adjective or noun ? beautiful itu adjective atau noun ?

S : Adjective

T : Kata apa to beautiful ?

S : Kata sifat

T : Azka was beautiful, Sekarang kalian tambahkan keterangan waktunya. Azka cantik …

S : Sepuluh tahun yang lalu

T : Bagaimana kalau negative ?

S : Azka was not beautiful ten years ago.

T : Kalau bentuknya negative ditambahkan not setelah was. Diingat-ingat ya. Kalau interogatif yang di depan apa ya ?

S : Was

T : Setelah was

S : Azka beautiful ten years ago.

T : Is it clear, sudah jelas ? any question ?

S ; No, no

T : Sekarang please open exercise one. Tolong dikerjakan dulu, setelah itu tolong nanti yang bisa, e jika sudah selesai nanti yang bisa dan mau silahkan tunjuk jari. Lisan from your chair, dari kursimu saja, tidak usah maju. For example number one. I am mam, kalian bisa raise your hand. Stand up please, tunjuk jari dan silahkan berdiri. Kemudian kalian baca plus jawabannya. My mother was sad last night. Yang selanjutnya until number ten. Is it clear, mudeng ?

S : Mudeng

T : I will give you a score, saya akan memberimu nilai. Who can answer number two, raise your hand, stand up please, raise your hand. Anis, anis.

Anis : Shinta and rina were in the class an hour ago.

T : Shinta and rina in the class an hour ago. Shinta and rina use ?

S : Were

T : Who can answer number three ?

S : The winner was good enough to play football yesterday.

T : The weather was good enough to play football yesterday. What is your name ?

S : Dian

T : Who can answer number four ? number four, raise your hand please. Ya, stand up please adi.

adi : My smartphone was the fastest kind among other.

T : My smartphone was the smartest kind among other. Who can answer number five ? supriatun, stand up, please.

S : I was late last night.

T : I was late last night. Who can answer number six ? gunawan

S : We were in the class

T : We were in the class. Who can answer number seven ?

S : You were in my hearth anymore.

T : You were in my hearth anymore. Who will answer number eight ? azka

Azka : The cat was fly yesterday.

T : The cat was fly yesterday. Jika kalian menerjemahkan fly nya itu terbang, itu bukan terbang. Tapi nek meloncat ngerti ikan asin itu lho. Mosok kucing terbang. Number nine ? baita, stand up please.

Baita : She was there waiting for me alone

T : She was there waiting for me alone. Give applause for baita. The last question ? who will answer number ten ?

S : They were one of the best football team in.

T : They were one of the best football team in. oke good. Next, we will discuss about simple past tense part two. Yang ke dua Menggunakan verb. Clean the white board please. Yang kedua simple past tense with verb. Haloooo

S : Hay.

T : Simple past tense with verb, simple past tense menggunakan kata kerja. Structure nya adalah Subject , susunannya adalah Subject, verb ke dua, diteruskan dengan adverb atau noun. Sebelum kita bahasa ini, mrs. Rani want you to look at worksheet, dilihat worksheet nya. Mencatatnya nanti. Look at the worksheet, legular and irregular verb. Kata kerja regular dan kata kerja irregular. Jadi kata kerja ada dua. Yang regular adalah yang beraturan, yang ada rumusnya. Love, kita lihat love. Love diakhiri dengan huruf e. hurup ini adalah hurup vocal, huruf hidup, bagaimana jika masuk ke dalam verb dua, love ini ditambahkan d saja. Jadi jika diakhiri huruf hidup kita tambahkan d. kemudian lihat kata yang kedua, watch, diakhiri huruf h, huruf h ini huruf mati. Maka kita tambahkan ed. Lihat play and study. Play and study sama sama diakhiri huruf y. bagaimana jika diakhiri huruf y ? play ini menjadi played, sedangkan study menjadi studied. Kenapa beda bu ? kita lihat di depan huruf y, ada huruf a, dan di study ada huruf d. jika di depan huruf y

adalah huruf hidup, maka y nya tetep ditambahkan ed. Tapi jika di depan y adalah huruf mati, maka y hilang menjadi ied. Jelas sejauh ini ?

S : Jelas

T : Yang regular kita tinggalkan. Lanjut ke irregular verb. Kata kerja tidak beraturan. Bu rani sudah tuliskan beberapa yang sering digunakan, bisa kalian baca di situ ? atau kita baca sama sama. Repeat after me.

S : Oke, oke sip.

T : Eat ate eaten

S : Eat ate eaten

T : Drink drank drunk

S : Drink drank drunk

T : Sing sang sung

S : Sing sang sung

T : Buy bought bought

S : Buy bought bought

T : See saw seen

S : See saw seen

T : Bring brought brought

S : Bring brought brought

T : Take took taken

S : Take took taken

T : Speak spoke spoken

S : Speak spoke spoken

T : Go went gone

S : Go went gone

T : Jelas ?

S : Jelas

T : Sekarang kita kembali ke sini. Sekarang kita masukkan ke dalam kalimat. Subjectnya mau pakai siapa ?

S : Dian

T : Pake baita saja ya.

S : Ya

T : Baita, setelah baita kita menggunakan verb two. Verb two nya kalian kepengin apa ? lihat itu di irregular

S : Eat.

T : Ate. Baita ate five days ago. Baita makan lima hari yang lalu. Ini bentuk positif. bagaimana jika bentuk negative ? Sekarang coba kalian tirukan. Dari subjectnya dulu, siapa subject nya ?

S : Baita did not eat

T : Kembali lagi ke verb satu

S : Five days ago

T : Biasanya yang kalian itu agak ceroboh itu ini. Verb dua, ini verb satu. Vern dua hanya digunakan jika kalimatnya positif. Coba kalian yang membuat.

S : Did baita eat five days ago.

T : Is it clear, jelas ? any question ?

S : Yes.

T : Sekarang dibuka exercise two and three. Do it and you can raise your hand and come in front of the class. Bisa tunjuk jari, maju ke depan untuk menjawabnya. Dikerjakan dulu. Have you finished ?

S : Yes

T : Who will answer exercise number three.raise your hand please. Look at your friend's answer. Lihat jawaban temanmu. Any false, ada kesalahan ? kita lihat subyek, verb two, and adverb. Sudah betul, yes. Did, subject. Verb one, and adverb. Kita coba lagi, we try again with exercise two number five, raise your hand please. Azka. Look at your friend's answer. Lihat jawaban temanmu, any false, ada kesalahan ?

S : Ada

T : Subjectnya yang mana ini ?

S : They

T : They menggunakan was atau were ?

S : Were

T : Azka kenapa ini diisi was ? ini yang betul menggunakan was. They were in the library two hours ago. Kemudian kita lihat negatifnya. They was not, was nya yang betul …

S : Were

T : Were. Kalimat Tanya juga yang betul was nya adalah were. Kenapa were ?

S : Karena subjectnya they.

T : Is it clear, faham ? any question ?

S : Yes

T : This is the end of our material today, simple past tense. Ini adalah simple past tense, sudah clear sudah selesai, sangat simple, nanti saya harapkan kalian dapat mengerjakan ujian kenaikan kelas.

S : Amin

T : Sampai sini ada pertanyaan atau tidak ?

S : Tidak.

T : Kita sampulkan. Simple past tense dibagi menjdi berapa ?

S : Dua

T : Yang pertama menggunakan to be, to be nya

S : Was dan were

T : Yang ke dua menggunakan

S : Verb

T : Verb nya dibagi menjadi ?

S : Dua

T : Yaitu

S : Regular and irregular verb

T : What is the function of simple past tense ?fungsinya simple past tense untuk apa ?

S : Untuk menceritakan kejadian pada masa lampau

T : Untuk menyatakan kejadian pada masa lampau. Okay thank you for today, assalamu'alaikum wr. Wb.

S : Waalaikum salam wr. Wb.

T : See you next time

S : See you

Appendix 4 : Teacher's Scaffolding Talk and Teacher's Main Talk

Teacher A

SPEAKER	TEACHER'S TALK / STUDENT'S TALK	DIVISION OF TEACHER'S TALK	
		Scaffolding talk	Main talk
T	Assalamu'alaikum Wr. Wb.		Assalamu'alaikum Wr. Wb.
S	Wa'alaikum salam Wr. Wb.		Wa'alaikum salam Wr. Wb.
T	Good Morning Student		Good Morning Student
S	Good morning, mam.		Good morning, mam.
T	How are you today ?		How are you today ?
S	Awesome, I'm steady, Wonderful and great. And you ?		Awesome, I'm steady, Wonderful and great. And you ?
T	I am fine too.		I am fine too.
T	Who is absent today ?	Who is absent today ?	
T	Oke, we will study about …, *hari ini kita akan belajar tentang*		Oke, we will study about …, *hari ini kita akan belajar tentang*
T	I will write …, *saya tulis pokok-pokok materinya*, writing procedure text.		I will write …, *saya tulis pokok-pokok materinya*, writing procedure text.
T	This skill, *kemampuan ini ya*, was on last year UKK. *Kemampuan ini keluar dalam ulangan kenaikan kelas tahun kemarin*.		This skill, *kemampuan ini ya*, was on last year UKK. *Kemampuan ini keluar dalam ulangan kenaikan kelas tahun kemarin*.
T	Do you have the items	Do you have the items ?	
T	Do you *kamu punya soal-soalnya ?*	Do you kamu punya soal-soalnya ?	
S	Yes.		Yes.
T	*Sudah difoto copy ya*.	Sudah difoto copy ya.	
S	*ya.*		*ya.*

T	Open item number forty five, *Buka soal nomer empat puluh lima*		Open item number forty five, *Buka soal nomer empat puluh lima*
T	Let's study together, kita pelajari bersama, make a procedure text, buatlah text procedure with the title, dengan judul how to make a plate of fried rice.		Let's study together, kita pelajari bersama, make a procedure text, buatlah text procedure with the title, dengan judul how to make a plate of fried rice.
T	Fried rice, anyone knows, ada yang tahu, apa fried rice ?	Fried rice, anyone knows, ada yang tahu, apa fried rice ?	
S	Nasi goreng		Nasi goreng
T	kita, hari ini akan mempelajari cara menulis teks procedure how to make fried rice.		kita, hari ini akan mempelajari cara menulis teks procedure how to make fried rice.
T	Teks procedure sudah kalian pelajari pada materi yang lalu.	Teks procedure sudah kalian pelajari pada materi yang lalu.	
T	Sudah belum ?	Sudah belum ?	
S	Sudah.		Sudah.
T	How many parts are there in procedure teks. Ada berapa bagian di teks procedure?	How many parts are there in procedure teks. Ada berapa bagian di teks procedure?	
S	three		three
T	Number one ?	Number one ?	
S	title.		title.
T	Louder, lebih keras lagi ?	Louder, lebih keras lagi ?	
S	title		title
T	title or judul. What does it mean, artinya apa ?	Title or judul. What does it mean, artinya apa ?	
T	judul		judul
T	Judul atau tujuan.		Judul atau tujuan.
T	Number two.	Number two.	
S	Materials		Materials

T	Material or ingredients, What does it mean ?	Material or ingredients, What does it mean ?	
S	Bahan-bahan		Bahan-bahan
T	Number three ?	Number three ?	
S	steps		steps
T	What does it mean ?	What does it mean ?	
S	langkah-langkah.		langkah-langkah.
T	Ya, sebelum kita mempelajari atau mulai menulis how to make a fried rice,		
T	I'll give an example, saya akan memberikan contoh of procedure text, dari teks prosedur yang lain ya, yang berjudul, yang berjudul how to make a plate of fried noodle.	I'll give an example, saya akan memberikan contoh of procedure text, dari teks prosedur yang lain ya, yang berjudul, yang berjudul how to make a plate of fried noodle.	
T	Fried noodle, what does it mean ?	Fried noodle, what does it mean ?	
S	mie goring		mie goring
T	louder ?	louder ?	
S	mie goring		mie goring
T	Mie goring		Mie goring
T	Kenapa saya berikan contoh teks procedure membuat mie goring ?	Kenapa saya berikan contoh teks procedure membuat mie goring ?	
T	karena vocabulary yang akan digunakan hampir mirip dengan how to make fried rice.		karena vocabulary yang akan digunakan hampir mirip dengan how to make fried rice.
T	Let's work, let's discuss in a group. Kita belajar, kita berdiskusi dalam kelompok,		Let's work, let's discuss in a group. Kita belajar, kita berdiskusi dalam kelompok,
T	I will devide this class into six group, ya. Six or five group.		I will devide this class into six group, ya. Six or five group.

T	So let's count one until four. One until four. Ok, I will decide four…five groups, lima grup saja ya.		So let's count one until four. One until four. Ok, I will decide four…five groups, lima grup saja ya.
T	Berarti berapa jumlahnya ini ?	Berarti berapa jumlahnya ini ?	
S	dua puluh delapan		dua puluh delapan
	count one until five.		count one until five.
T	Ok, let's start count one until five.	Ok, let's start count one until five.	
S	One, two, three, four, five, one, two, three, four, one		One, two, three, four, five, one, two, three, four, one
T	five, you five		five, you five
S	five		five
T	Louder !	Louder !	
S	One, two, three, four, five, one, two, three, four, five, one, two, three, four,		One, two, three, four, five, one, two, three, four, five, one, two, three, four,
T	Ok, group one,		Ok, group one,
T	please raise your hand !	please raise your hand !	
T	check your friends !	check your friends !	
T	higher, higher,	higher, higher,	
T	group two. Group three, group four four…and five.		group two. Group three, group four four…and five.
T	Ok, let's make a group		Ok, let's make a group
T	let's make a group in two minutes, without any noise. Go buat kelompok, dalam dua menit. Tidak perlu gaduh.		let's make a group in two minutes, without any noise. Go buat kelompok, dalam dua menit. Tidak perlu gaduh.
T	have you finished ?	have you finished ?	
S	yes		yes
T	Louder !	Louder !	
S	yes.		yes.
T	Ok. I'll give you for the materials.		Ok. I'll give you for the materials.
T	Read in group, baca dalam kelompok.		Read in group, baca dalam kelompok.

T	Ok you have there		Ok you have there
T	example of procedure text, how to maka a plate of fried noodle.	example of procedure text, how to maka a plate of fried noodle.	
T	Fried noodle means ?	Fried noodle means ?	
S	mie goreng.		mie goreng.
T	very good.	very good.	
T	Mie goreng. Ya. Let's check one by one about the generic structure, kita lihat satu per satu terutama tentang generic structure nya. Tentang strukturnya.		Mie goreng. Ya. Let's check one by one about the generic structure, kita lihat satu per satu terutama tentang generic structure nya. Tentang strukturnya.
T	Yang pertama goal		Yang pertama goal
T	don't forget to write the goal in procedure text. Jangan lupa menulis goal, jika kamu membuat teks prosedur.		don't forget to write the goal in procedure text. Jangan lupa menulis goal, jika kamu membuat teks prosedur.
T	How to make a plate of fried noodle, that is the goal.		How to make a plate of fried noodle, that is the goal.
T	Second, part number second is material. Or ingredients.		Second, part number second is material. Or ingredients.
T	We have here number one, boiled noodle.		We have here number one, boiled noodle.
T	Noodle is mie as you know.		Noodle is mie as you know.
T	Then what is boiled ? boil, apa ya artinya ?	Then what is boiled ? boil, apa ya artinya ?	
S	rebus		rebus
T	can you repeat ?	can you repeat ?	
S	rebus.		rebus.
T	boiled noodle means mie rebus.		boiled noodle means mie rebus.
T	And then three onion.		And then three onion.
T	What does it means, onion ?	What does it means, onion ?	
S	bawang putih		bawang putih

T	bawang putih.		bawang putih.
T	You can try the meaning number one until number ten. Kamu bisa tulis arti-arti tadi material satu sampai sepuluh. Noodle, onion, and then we have here cauliflower		You can try the meaning number one until number ten. Kamu bisa tulis arti-arti tadi material satu sampai sepuluh. Noodle, onion, and then we have here cauliflower
T	what does it mean cauliflower ?	what does it mean cauliflower ?	
S	minyak		minyak
T	minyak ?	minyak ?	
T	is it right ?	is it right ?	
T	bunga kol, atau kol saja.		bunga kol, atau kol saja.
T	And then carrot ?	And then carrot ?	
S	wortel		
T	wortel.		wortel.
T	The last material is frying oil.		The last material is frying oil.
T	Frying oil means ?	Frying oil means ?	
S	minyak goreng		minyak goreng
T	minyak goreng.		minyak goreng.
T	Jadi bahan-bahannya di situ ada enam.		Jadi bahan-bahannya di situ ada enam.
T	Apakah bahan-bahan itu ditemukan lagi dalam membuat nasi goreng ? ada tidak ?	Apakah bahan-bahan itu ditemukan lagi dalam membuat nasi goreng ? ada tidak ?	
S	ada		
T	tetapi, is there anymore other ingredients ? apa ada bahan yang lain yang tidak sama dengan bahan mie goreng ?	tetapi, is there anymore other ingredients ? apa ada bahan yang lain yang tidak sama dengan bahan mie goreng ?	
S	ada.		ada.
T	ada.		ada.
T	What are they ?	What are they ?	
S	chili.		chili.
T	and then how to make fried rice.		and then how to make fried rice.

T	Have you ever cooked fried rice, pernahkah kamu memasak mie goreng ?	Have you ever cooked fried rice, pernahkah kamu memasak mie goreng ?	
S	pernah		pernah
T	selain chili apa lagi ?	selain chili apa lagi ?	
S	rice		rice
T	rice. And then ?	rice. And then ?	
S	salt.		salt.
Y	salt. You have salt here you know, in fried noodle, di mie goreng tadi sudah disebutkan ya salt.	salt. You have salt here you know, in fried noodle, di mie goreng tadi sudah disebutkan ya salt.	
T	Selain rice, chili, apa lagi ? about the vegetables, sayurannya apa ya …	Selain rice, chili, apa lagi ? about the vegetables, sayurannya apa ya …	
S	tomato		tomato
T	tomato, ya bisa.		tomato, ya bisa.
T	Jadi nanti kamu tambahkan sendiri bahan-bahannya.		Jadi nanti kamu tambahkan sendiri bahan-bahannya.
T	Let's move on, kita lanjutkan.		Let's move on, kita lanjutkan.
T	On step, pada langkah-langkah first, will be onion and salt.		On step, pada langkah-langkah first, will be onion and salt.
T	grim, what does it mean grim?	grim, what does it mean grim?	
S	haluskan		haluskan
T	ya haluskan or tumbuk.		ya haluskan or tumbuk.
T	Second, fry the spices,		Second, fry the spices,
T	what does it mean fry ?	what does it mean fry ?	
S	menggoreng		menggoreng
T	menggoreng.		menggoreng.
T	What does about fry, …spices, what does it mean ?	What does about fry, …spices, what does it mean ?	
S	bumbu.		bumbu.

T	third. Add the boiled noodle.		third. Add the boiled noodle.
T	Add the boiled noodle, what is it added ?	Add the boiled noodle, what is it added ?	
S	tambahkan mie rebus.		tambahkan mie rebus.
T	add means tambahkan. add means tambahkan		add means tambahkan. add means tambahkan
T	and then number four. Add the vegetables.		and then number four. Add the vegetables.
T	What about vegetable, What does it mean ?	What about vegetable, What does it mean ?	
S	sayuran.		sayuran.
T	finally, serve it warm.		finally, serve it warm.
T	Serve, what does it mean ?	Serve, what does it mean ?	
S	melayani,		melayani,
T	in this teks it means sajikan.		in this teks it means sajikan.
T	Get it ? sudah mengerti ?	Get it ? sudah mengerti ?	
S	sudah.		sudah.
T	How to make a plate of fried noodle. We have similar vocabularies and similar steps with how to make a plate fo fried rice. Ya, kita memiliki vocabulary dan langkah langkah yang mirip dengan cara membuat nasi goreng.		How to make a plate of fried noodle. We have similar vocabularies and similar steps with how to make a plate fo fried rice. Ya, kita memiliki vocabulary dan langkah langkah yang mirip dengan cara membuat nasi goreng.
T	Oke, your task is, tugasmu adalah make a procedure text how to make a plate of fried rice.	Oke, your task is, tugasmu adalah make a procedure text how to make a plate of fried rice.	

T	To help you find this vocabularies, untuk membantumu ya, menambah kosa kata, di situ ada petunjuk bisa kamu cari vocabularies yang lain.		To help you find this vocabularies, untuk membantumu ya, menambah kosa kata, di situ ada petunjuk bisa kamu cari vocabularies yang lain.
T	Oke, in group discuss it, berdiskusi, write behind the sheet, ya nulis di belakang sheet ini		Oke, in group discuss it, berdiskusi, write behind the sheet, ya nulis di belakang sheet ini
T	nanti one of you in group will present, akan presentasi hasil diskusinya.		nanti one of you in group will present, akan presentasi hasil diskusinya.
T	Ya, ten minutes. Only ten minutes discussion, sepuluh menit diskusi kemudian kamu laporkan hasil pekerjaanmu.		Ya, ten minutes. Only ten minutes discussion, sepuluh menit diskusi kemudian kamu laporkan hasil pekerjaanmu.
S	How many onion do we need ?	How many onion do we need ?	
T	How many onion do we need ?	How many onion do we need ?	
T	it's up to you. You can write two, or three. It's up to you.		it's up to you. You can write two, or three. It's up to you.
T	Is it clear ?, sudah jelas ?	Is it clear ?, sudah jelas ?	
S	yes.		
S	Mam, how long should we fry spices.		Mam, how long should we fry spices.
T	It can be three minutes Or two minutes.		It can be three minutes Or two minutes.
T	Get it ? faham ?	Get it ? faham ?	
S	yes		yes
T	another question ?	another question ?	
T	yes. Kunti		yes. Kunti
S	What is bawang merah in English ?	What is bawang merah in English ?	

T	Ok, that is quite clever question.	Ok, that is quite clever question.	
T	Can you differentiate between onion and garlic ?	Can you differentiate between onion and garlic ?	
T	which one is bawang merah ?	which one is bawang merah ?	
T	anyone knows ? ada yang tahu ?	anyone knows ? ada yang tahu ?	
T	garlic is bawang …		garlic is bawang …
S	merah		merah
T	no, onion is bawang merang.		no, onion is bawang merang.
T	Garlic is bawang putih.		Garlic is bawang putih.
T	oke, who want to report the result, siapa yang mau melaporkan hasil diskusinya ?	oke, who want to report the result, siapa yang mau melaporkan hasil diskusinya ?	
S	me, mam.		me, mam.
T	oke, vina please come forward.		oke, vina please come forward.
S	vani, mam.		vani, mam.
T	o ya, vani please come forward. Read it aloud. Baca dengan jelas ya.		o ya, vani please come forward. Read it aloud. Baca dengan jelas ya.
T	The other friend, please pay attention, tolong perhatikan.	The other friend, please pay attention, tolong perhatikan.	
T	Come on, dibaca.		Come on, dibaca.
S	How to make a plate of fried rice. Goal, how to make a plate of fried rice. Material : one,rice, two : chili, three : frying oil, …flower, tomato. Step. First, ….the onion, chili and sauce, second, …..the pan, third, add the rice, fourth, add the vegetables, finally : serve it cook.		How to make a plate of fried rice. Goal, how to make a plate of fried rice. Material : one,rice, two : chili, three : frying oil, …flower, tomato. Step. First, ….the onion, chili and sauce, second, …..the pan, third, add the rice, fourth, add the

			vegetables, finally : serve it cook.
T	Oke, please give reward for vani, ya.	Oke, please give reward for vani, ya.	
T	Give applause.	Give applause.	
T	Oke, let's discuss about her group discussion.		Oke, let's discuss about her group discussion.
T	You can go back to the seat.		You can go back to the seat.
T	The writing of vani's group ,		The writing of vani's group ,
T	please, attention please,	please, attention please,	
T	the writing of vani's group is correct. But she has some mistake in pronunciation. Ya, kesalahannya ada pada di pronunciation, cara membacanya. Pelafalan.		the writing of vani's group is correct. But she has some mistake in pronunciation. Ya, kesalahannya ada pada di pronunciation, cara membacanya. Pelafalan.
T	Oke, I have the word nasi, how do you pronounce it in English ?	Oke, I have the word nasi, how do you pronounce it in English ?	
T	ris or rais ?	ris or rais ?	
S	rais		rais
T	rais.		rais.
T	What about cabe ?	What about cabe ?	
S	chili		chili
T	What about bawang merah ?	What about bawang merah ?	
S	onion		onion
T	onion or anyen.	onion or anyen.	

S	anyen.		anyen.
T	and then menggoreng, what does it mean ?	and then menggoreng, what does it mean ?	
S	frying		frying
T	fri or frai ?	fri or frai ?	
S	frai		frai
T	ang then bumbu		ang then bumbu
T	spices		spices
T	louder	louder	
S	spices		spices
T	spis or spais ?	spis or spais ?	
S	Spais		Spais
T	oke, that is for vani's group. Oke, I want to help siti's group.		oke, that is for vani's group. Oke, I want to help siti's group.
T	Please one of you come forward. Read it aloud.	Please one of you come forward. Read it aloud.	
T	Mistake is oke, kesalahan itu tidak apa-apa.	Mistake is oke, kesalahan itu tidak apa-apa.	
S	how to make a plate of fried rice . goal : how to make a plate of fried rice, materials : a plate of fried rice, five chili, three onion, two garlic, vegetables, salt, egg, steps : ….chili and onion, garlic and salt, second : fry the spice, third : add rice, fourth, : add vegetables, finally : serve it		how to make a plate of fried rice . goal : how to make a plate of fried rice, materials : a plate of fried rice, five chili, three onion, two garlic, vegetables, salt, egg, steps : ….chili and onion, garlic and salt, second : fry the spice, third : add rice, fourth, : add vegetables, finally : serve it
T	oke, I want to ask you. Vegetabel or vejetabel	Oke, I want to ask you. Vegetabel or vejetabel	
S	vejetebel		vejetebel
T	louder	louder	
S	vejetebel		vejetebel
T	plet or pleit	plet or pleit	
S	Pleit		pleit
T	louder	louder	
T	Pleit		

T	oke, give applause for siti.	oke, give applause for siti.	
T	Who's next, siapa lagi ?	Who's next, siapa lagi ?	
T	ya tiara, please come forward. Pay attention	Ya tiara, please come forward. Pay attention	
S	how to make a plate of fried rice. Material or ingredient : rice, chili, salt, onion, sauce, spices. Step, first grim spice until fragrance aroma, second : add the rice in the frying pan after then add the sauce and vegetable, finally, serve in warm.		how to make a plate of fried rice. Material or ingredient : rice, chili, salt, onion, sauce, spices. Step, first grim spice until fragrance aroma, second : add the rice in the frying pan after then add the sauce and vegetable, finally, serve in warm.
T	Oke, let't correct the mistake.		Oke, let't correct the mistake.
T	After that not after then, and then three onion not there onion, three tiga ya, bukan ada,		
T	oke, give applause for tiara.	oke, give applause for tiara.	
T	Oke, we come to the end to our discussion today, kita sudah berada di akhir diskusi kita hari ini,		Oke, we come to the end to our discussion today, kita sudah berada di akhir diskusi kita hari ini,
T	most of you have done well, sebagian besar dari kamu sudah bekerja dengan baik,	Most of you have done well, sebagian besar dari kamu sudah bekerja dengan baik,	
T	oke, I will score your work, saya akan menilai pekerjaan kamu.	oke, I will score your work, saya akan menilai pekerjaan kamu.	
T	Please collect your works, tolong salah satu mengumpulkan pekerjaannya ke mari. Ya please all of you all your group please collect, and then rima's group come on.		Please collect your works, tolong salah satu mengumpulkan pekerjaannya ke mari. Ya please all of you all your group please collect, and then rima's group come on.

T	Okay, that was how to make a plate of fried rice, you can know and serve the question number forty five, kamu sekarang bisa menjawab soal nomor empat puluh lima dalam UKK tahun kemarin, ya.		Okay, that was how to make a plate of fried rice, you can know and serve the question number forty five, kamu sekarang bisa menjawab soal nomor empat puluh lima dalam UKK tahun kemarin, ya.
T	In writing a procedure text, dalam menulis teks prosedur don't forget about the generic structure which are goal, materials and steps. And then use imperative noun, gunakanlah kata kerja perintah,		In writing a procedure text, dalam menulis teks prosedur don't forget about the generic structure which are goal, materials and steps. And then use imperative noun, gunakanlah kata kerja perintah,
T	is there any question ? apa ada pertanyaan ?	is there any question ? apa ada pertanyaan ?	
S	no.		no.
T	that's all for today. you have to finish last year uKK. Kamu harus menyelesaikan soal UKK tahun kemarin as your homework, sebagai PR.		that's all for today. you have to finish last year uKK. Kamu harus menyelesaikan soal UKK tahun kemarin as your homework, sebagai PR.
T	That's all for today.		That's all for today.
T	Wassalamu'alaikum wr wb.		Wassalamu'alaikum wr wb.
S	waalaikum salam wr. Wb.		waalaikum salam wr. Wb.

Appendix 5 : Teacher's Scaffolding Talk and Teacher's Main Talk

Teacher B

SPEAKER	TEACHER'S TALK / STUDENT'S TALK	DIVISION OF TEACHER'S TALK	
		Scaffolding talk	Main talk
T	Assalamu'alaikum wr. Wb.		Assalamu'alaikum wr. Wb.
S	Wa'alaikum salam wr. Wb		Wa'alaikum salam wr. Wb
T	Good morning guys ?		Good morning guys ?
S	Good morning mam,		Good morning mam,
T	How are you today ??		How are you today ??
S	Alhamdulillah, I'm fine and you ?		Alhamdulillah, I'm fine and you ?
T	Alhamdulillah, very well, thank you oke,		Alhamdulillah, very well, thank you oke
T	we will learn about passive voice.		we will learn about passive voice.
T	Sebelum kita membahas tentang passive voice, let's open our today by reciting basmalah together.		Sebelum kita membahas tentang passive voice, let's open our today by reciting basmalah together.
S	Bismillahirrahmaa nirrahiim		Bismillahirrahmaa nirrahiim
T	Who is absent today ? who is absent today ?, Nihil ?	Who is absent today ? who is absent today ?, Nihil ?	
T	Passive voice, sebelum passive voice, kalian lihat dulu kalimat aktif.	Passive voice, sebelum passive voice, kalian lihat dulu kalimat aktif.	
T	Kalimat aktif itu dalam bahasa indonesia itu subyeknya mengenai pekerjaan.	Kalimat aktif itu dalam bahasa indonesia itu subyeknya mengenai pekerjaan.	

T	Contoh, saya, dalam bahasa indonesia dulu.		Contoh, saya, dalam bahasa indonesia dulu.
T	Saya Menyukai apel.	Saya Menyukai apel.	
T	Kalau pasifnya subyeknya itu dikenai pekerjaan. Jadi …		Kalau pasifnya subyeknya itu dikenai pekerjaan. Jadi …
S	Apel disukai oleh saya	Apel disukai oleh saya	
T	in English, what is the pattern of passive voice ? rumusnya apa ? rumus passive voice ?	in English, what is the pattern of passive voice ? rumusnya apa ? rumus passive voice ?	
T	Subyek, to be plus verb tiga.		Subyek, to be plus verb tiga.
T	Sekarang masuk ke to be dulu. Untuk kalimat present tense,		Sekarang masuk ke to be dulu. Untuk kalimat present tense,
T	What are to be used in present tense ? apa to be yang digunakan dalam kalimat present tense ?	What are to be used in present tense ? apa to be yang digunakan dalam kalimat present tense ?	
T	Subyek		Subyek
T	To be nya apa ?	To be nya apa ?	
S	is, am, are		is, am, are
T	untuk subyek he, she, it to be nya ?	untuk subyek he, she, it to be nya ?	
S	is		is
T	I kalau jadi obyek dirubah jadi me.		I kalau jadi obyek dirubah jadi me.
S	am		am
T	they, we, you	they, we, you ?	
S	are		are
T	he, she, it juga bisa dikatakan sebagai subyek tu …		he, she, it juga bisa dikatakan sebagai subyek tu …

T	tunggal		tunggal
T	singular verb, singular subject.		singular verb, singular subject.
T	Untuk yang they, we, you. I, they, we, you ?	Untuk yang they, we, you. I, they, we, you ?	
S	jamak		jamak
T	plural subject. Atau subject jamak.		plural subject. Atau subject jamak.
T	Kemudian masuk ke contoh, example. I like apple.	Kemudian masuk ke contoh, example. I like apple.	
T	Ini kalimat aktif atau kalimat pasif ?	Ini kalimat aktif atau kalimat pasif ?	
S	passive.		passive.
T	what the meaning is I like apple ? artinya apa I like apple ?	what the meaning is I like apple ? artinya apa I like apple ?	
S	saya suka apple		saya suka apple
T	kemudian passive nya ?	kemudian passive nya ?	
S	apple…		apple…
T	ini subject, ini verb satu, apple object.		ini subject, ini verb satu, apple object.
T	Untuk merubahnya menjadi kalimat passive, objectnya dirubah di depan. Jadi …		Untuk merubahnya menjadi kalimat passive, objectnya dirubah di depan. Jadi …
S	Apple …		Apple …
T	setelah subject ada to be. To be nya apple apa ?	setelah subject ada to be. To be nya apple apa ?	
S	is		is
T	verb tiga dari kata kerja like ?	verb tiga dari kata kerja like ?	
S	liked		liked
T	after verb tiga you can put by. Apple is liked by …		after verb tiga you can put by. Apple is liked by …
S	me		me

T	kenapa me, bukan I ?	kenapa me, bukan I ?	
S	karena subject.		karena subject.
T	adakah di sini I, kenapa di sini me, karena di sini kedudukannya jadi object.		adakah di sini I, kenapa di sini me, karena di sini kedudukannya jadi object.
T	I kalau jadi obyek dirubah jadi me.		I kalau jadi obyek dirubah jadi me.
T	Where is the eraser ?		Where is the eraser ?
T	oke, next example. I write the letter. I , I ini ?	oke, next example. I write the letter. I , I ini ?	
S	saya		saya
T	kedudukannya jadi?	kedudukannya jadi?	
S	subject.		subject.
T	write ?	write ?	
S	verb Satu		verb Satu
T	the letter ?	the letter ?	
S	obyek		obyek
T	Change the sentence into passive form. Ubahlah kalimat ini menjadi bentuk passive.		Change the sentence into passive form. Ubahlah kalimat ini menjadi bentuk passive.
T	the letters are ..., kenapa are ?	the letters are ..., kenapa are ?	
S	karena suratnya banyak		karena suratnya banyak
T	ya, karena suratnya banyak atau jamak.		
T	The letters are ?	The letters are ?	The letters are ?
S	written by me		written by me
T	oke, do you understand ?	Oke, do you understand ?	
S	yes		yes
T	My father reads a newspaper.	My father reads a newspaper.	

T	Siapa yang dapat merubahnya menjadi kalimat pasif ?	Siapa yang dapat merubahnya menjadi kalimat pasif ?	
T	raise your hand and come forward.	raise your hand and come forward.	
T	Yo, salah gak pa pa.	Yo, salah gak pa pa.	
T	my father reads newspaper, ini kalimat aktif.		my father reads newspaper, ini kalimat aktif.
T	Siapa yang dapat merubahnya menjadi kalimat pasif ?	Siapa yang dapat merubahnya menjadi kalimat pasif ?	
T	bela.		bela.
T	Bener cah?	Bener cah?	
S	salah		salah
T	my father is newspaper.		my father is newspaper.
T	Pasifnya is newspaper read by my father.		Pasifnya is newspaper read by my father.
T	To be nya apa ?	To be nya apa ?	
S	is		is
T	newspaper is read by my father.	newspaper is read by my father.	
T	The students study English.	The students study English.	
T	Pasifnya, siapa yang bisa ? riki, fajar, firman,	Pasifnya, siapa yang bisa ? riki, fajar, firman,	
T	Benerkah	Benerkah	
S	salah		salah
T	English is studied, you can put by after verb three.		English is studied, you can put by after verb three.
T	By the students, kurang apa tadi ?	By the students, kurang apa tadi ?	
S	by		by
T	oke, lagi.		oke, lagi.

T	Ahmad plays badminton.	Ahmad plays badminton.	
T	Vita. Vita.		Vita. Vita.
T	Bener cah ?	Bener cah ?	
S	betul		betul
T	Badminton is played by ahmad.	Badminton is played by ahmad.	
T	Any question so far ? ada pertanyaan ?	Any question so far ? ada pertanyaan ?	
S	no.		no.
T	do you understand ?	do you understand ?	
S	yes.		yes.
T	oke sekarang yang past tense.		oke sekarang yang past tense.
T	What are to be used in past tense ? To be apa yang digunakan dalam kalimat past tense ?	What are to be used in past tense ? To be apa yang digunakan dalam kalimat past tense ?	
S	was, were		was, were
T	he, she, it, I use?	he, she, it, I use?	
S	was		was
T	they, we, you ?	they, we, you ?	
S	were		were
T	do you have marker ? do you have marker ?	do you have marker ? do you have marker ?	
T	my mother cooked rice. Ini kalimat menggunakan present apa cah, menggunakan simple apa ?	my mother cooked rice. Ini kalimat menggunakan present apa cah, menggunakan simple apa ?	
S	Past tense		Past tense
T	Past tense.		Past tense.
T	Yang menandakan kalau kalimat ini past tense itu apa ?	Yang menandakan kalau kalimat ini past tense itu apa ?	
S	verb dua		verb dua

T	verb satunya apa ?	verb satunya apa ?	
S	cook		cook
T	ubah menjadi kalimat pasif, ini subyek ini obyek. Obyeknya di depan.		ubah menjadi kalimat pasif, ini subyek ini obyek. Obyeknya di depan.
T	Rice …to be nya was atau were ?	Rice …to be nya was atau were ?	
S	was		was
T	was.		was.
T	Verb tiga dari cook ?	Verb tiga dari cook ?	
S	cooked.		cooked.
T	rice was cooked by my mother. Sama, Cuma yang membedakan yaitu to be nya. Kalau to be nya tadi dalam present tense is, am, are, kalau past tense was, were.		rice was cooked by my mother. Sama, Cuma yang membedakan yaitu to be nya. Kalau to be nya tadi dalam present tense is, am, are, kalau past tense was, were.
T	Dina listened pop songs. Dina telah mendengarkan lagu-lagu pop.	Dina listened pop songs. Dina telah mendengarkan lagu-lagu pop.	
T	Kalau diubah menjadi kalimat passive, obyeknya diubah menjadi subyek.		Kalau diubah menjadi kalimat passive, obyeknya diubah menjadi subyek.
T	Pop songs, to be nya ?	Pop songs, to be nya ?	
S	was		was
T	was, right ?	was, right ?	
S	were		were
T	were, kenapa were tidak was ?	were, kenapa were tidak was ?	
T	karena di belakangnya ada s. pop		karena di belakangnya ada s. pop

T	jamak. Pop songs were listened by dina. Atau by….,		jamak. Pop songs were listened by dina. Atau by….,
T	dina ini kata gantinya apa ?	dina ini kata gantinya apa ?	
S	she		she
T	she, kalau jadi obyek ?	she, kalau jadi obyek ?	
S	her.		her.
T	Pop songs were listened by her atau by dina.		Pop songs were listened by her atau by dina.
T	Sekarang tak kasih contoh.	Sekarang tak kasih contoh.	
T	Edison invent apa ? apa ? edison itu penemu apa ?	Edison invent apa ? apa ? edison itu penemu apa ?	
T	soalnya itu kan ada, worksheet, di worksheet., halaman ke …		soalnya itu kan ada, worksheet, di worksheet., halaman ke …
S	electric light.		electric light.
T	Edison invented electric light. Edison sub …		Edison invented electric light. Edison sub …
S	ject.		ject.
T	invented ?	invented ?	
S	verb 2		verb 2
T	electric light ?	electric light ?	
S	object.		object.
T	siapa yang bisa mengubahnya menjadi kalimat passive ?	siapa yang bisa mengubahnya menjadi kalimat passive ?	
T	ayo sa.		ayo sa.
T	Electric light was invented by Edison. Bener dak cah ?	Electric light was invented by Edison. Bener dak cah ?	
S	bener.		bener.
T	oke. my aunt saw a ghost.	oke. my aunt saw a ghost.	

T	Change this sentence into passive form. Ubahlah kalimat ini menjadi kalimat passive.		Change this sentence into passive form. Ubahlah kalimat ini menjadi kalimat passive.
T	Bibikku telah melihat sebuah ….sesosok hantu. Cowok, cowok, cowok.		Bibikku telah melihat sebuah ….sesosok hantu. Cowok, cowok, cowok.
T	Riki. To be nya apa ? jamak apa tunggal ?	Riki. To be nya apa ? jamak apa tunggal ?	
T	oke perfect, katanya si reza perfect.	oke perfect, katanya si reza perfect.	
T	A ghost was seen by my aunt. Sesosok hantu telah dilihat oleh bibikku.		A ghost was seen by my aunt. Sesosok hantu telah dilihat oleh bibikku.
T	Oke, any question ?	Oke, any question ?	
S	no, not yet.		no, not yet.
T	the student sang English song.	the student sang English song.	
T	Oke, siapa yang dapat merubahnya menjadi kalimat aktif ?	Oke, siapa yang dapat merubahnya menjadi kalimat aktif ?	
T	subjectnya yang mana ini ?	subjectnya yang mana ini ?	
S	sang		sang
T	subject ?	subject ?	
S	the student.		the student.
T	sang ?	sang ?	
S	verb dua		verb dua
T	verb satunya apa ?	verb satunya apa ?	
S	sing		sing
T	sing.		sing.
T	English song ?	English song ?	
S	object.		object.

T	untuk merubahnya menjadi kalimat passive gimana ?	untuk merubahnya menjadi kalimat passive gimana ?	
T	English song		English song
T	object go first, to be		object go first, to be
S	was		was
T	kenapa was, tidak is ?	kenapa was, tidak is ?	
T	karena, past ?		karena, past
S	tense		tense
T	English song was, verb tiga dari sang ?	English song was, verb tiga dari sang ?	
S	sung		sung
T	by the students atau by them.		by the students atau by them.
T	Oke, any question ?	Oke, any question ?	
S	no, not yet.		no, not yet.
T	Sekarang exercise,		Sekarang exercise,
T	change these sentences into passive form.		change these sentences into passive form.
T	Oke, maju number one.	Oke, maju number one.	
T	My sister wrote the letter.	My sister wrote the letter.	
T	Number two ?	Number two ?	
T	oke, dita, firman, firman. Number three ?	oke, dita, firman, firman. Number three ?	
T	oke huda, number four.	oke huda, number four.	
T	Verb tiga dari bring. Brought.		Verb tiga dari bring. Brought.
T	oke alif, dibaca lif nomer satu lif, yang maju lif.	oke alif, dibaca lif nomer satu lif, yang maju lif.	
Alif	the letter was written by my sister		Alif : the letter was written by my sister
T	bener gak ?	bener gak ?	
T	betul.		betul.
T	salah tak kon		salah tak kon benerke.

	benerke.		
T	Oke number two, mita.	Oke number two, mita.	
Mita	meatball was eaten by rina.		Mita : meatball was eaten by rina.
T	oke, meatball was eaten by rina,		oke, meatball was eaten by rina,
T	bener ?	bener ?	
S	benar		benar
T	number three ? tengku firmansyah.	number three ? tengku firmansyah.	
T	a thick dictionary was brought by desy.		a thick dictionary was brought by desy.
T	a thick dictionary was brought by desy.		a thick dictionary was brought by desy.
T	Number four, bella.	Number four, bella.	
Bela	English was spoken by them.		Bela : English was spoken by them.
T	English was spoken by them.		English was spoken by them.
T	Sudah, any question ?	Sudah, any question ?	
T	lagi ya ?	lagi ya ?	
T	number five ? Sri mulyani.	number five ? Sri mulyani.	
T	Number six ?	Number six ?	
T	number seven ?	number seven ?	
T	number seven. Mrs. naila teach English.		number seven. Mrs. naila teach English.
T	Teach, what does it mean ? teach artinya ?	Teach, what does it mean ? teach artinya ?	
S	mengajar		mengajar
T	subjectnya yang, Mrs. Naila subject. Teach ?		subjectnya yang, Mrs. Naila subject. Teach ?
S	verb dua		verb dua
T	verb satu		verb satu
T	English ?	English ?	

S	object		object
T	ini simple apa, present atau past ?	ini simple apa, present atau past ?	
S	present		present
T	passive form nya ?	passive form nya ?	
T	English is		English is
T	verb tiga dari teach ?	verb tiga dari teach ?	
S	teached		teached
T	taught by her atau by Naila.		taught by her atau by Naila.
T	Oke, siapa yang belum faham ? yang belum faham ?	Oke, siapa yang belum faham ? yang belum faham ?	
T	rima, faham rima ?	rima, faham rima ?	
T	oke, I hope you understand of passive voice, saya rasa kamu sudah faham passive voice.		oke, I hope you understand of passive voice, saya rasa kamu sudah faham passive voice.
T	Thanks for your attention,		Thanks for your attention,
T	let's close our today by reading hamdalah together.		let's close our today by reading hamdalah together.
S	Alhamdulillah.		Alhamdulillah.

Appendix 6 : Teacher's Scaffolding Talk and Teacher's Main Talk

Teacher C

SPEAKER	TEACHER'S TALK / STUDENT'S TALK	DIVISION OF TEACHER'S TALK	
		Scaffolding talk	Main talk
T	Assalamu'alaikum wr wb		Assalamu'alaikum wr wb
S	Waalaikum salam wr wb		Waalaikum salam wr wb
T	Good morning student ?		Good morning student ?
S	Good morning, mam		Good morning, mam
T	How are you today ?		How are you today ?
S	Alhamdulillah, I'm fine. And you ?		Alhamdulillah, I'm fine. And you ?
T	I'm fine too. Thank you.		I'm fine too. Thank you.
T	Okay, today we will discuss about simple past tense.		Okay, today we will discuss about simple past tense.
T	Do you have the worksheet ?	Do you have the worksheet ?	
T	Kita hari ini akan mendiskusikan tentang simple past tense.		Kita hari ini akan mendiskusikan tentang simple past tense.
T	Kalian sudah membawa worksheetnya ?	Kalian sudah membawa worksheetnya ?	
S	sudah		sudah
T	have you read it ? sudah dibaca ? have you ?	have you read it ? sudah dibaca ? have you ?	
S	sudah		sudah
T	now, please look at the worksheet. Lihat worksheetnya. Simple past tense.	now, please look at the worksheet. Lihat worksheetnya. Simple past tense.	

T	Have you ever tell a story ? pernahkah kalian menceritakan kejadian-kejadian hidup kalian ?	Have you ever tell a story ? pernahkah kalian menceritakan kejadian-kejadian hidup kalian ?	
S	pernah		pernah
T	pernah bercerita karo kancane tentang kejadian hidup kalian pada masa lalu ?	pernah bercerita karo kancane tentang kejadian hidup kalian pada masa lalu ?	
S	pernah		pernah
T	tentang apa ?	tentang apa ?	
S	tentang masa kecil		tentang masa kecil
T	masa kecil. Kalian yang sudah lampau itu kita akan membicarakannya menggunakan simple past tense.		masa kecil. Kalian yang sudah lampau itu kita akan membicarakannya menggunakan simple past tense.
T	Simple past tense is used to tell an event in the past. Digunakan untuk menyatakan kejadian di masa lampau.		Simple past tense is used to tell an event in the past. Digunakan untuk menyatakan kejadian di masa lampau.
T	Jadi kalau bu rani membuat kalimat, bu rani marah dua menit yang lalu meskipun dua menit itu masuk dalam bentuk past tense.	Jadi kalau bu rani membuat kalimat, bu rani marah dua menit yang lalu meskipun dua menit itu masuk dalam bentuk past tense.	
T	Mrs. Rani was angry two minutes ago. Bu rani marah dua menit yang lalu.	Mrs. Rani was angry two minutes ago. Bu rani marah dua menit yang lalu.	
S	Azka berkecip lima detik yang lalu,	Azka berkecip lima detik yang lalu,	
T	itu juga merupakan simple past tense.		itu juga merupakan simple past tense.

T	Now back to worksheet, kembali ke worksheet.		Now back to worksheet, kembali ke worksheet.
T	The structure of simple past tense, simple past tense divided by two, dibagi menjadi dua.		The structure of simple past tense, simple past tense divided by two, dibagi menjadi dua.
T	Kita bisa lihat yang pertama adalah nominal past tense and verbal past tense		Kita bisa lihat yang pertama adalah nominal past tense and verbal past tense
T	.yang disebut dengan nominal past tense adalah simple past tense yang menggunakan kata bantu atau to…		.yang disebut dengan nominal past tense adalah simple past tense yang menggunakan kata bantu atau to…
S	to be		to be
T	kalian bisa baca to be nya ada apa saja di situ ?	kalian bisa baca to be nya ada apa saja di situ ?	
S	was, were		was, were
T	was and were. Were opo where ?	was and were. Were opo where ?	
S	were		were
T	was and were.		was and were.
T	When we use was or were ? kapan kita menggunakan was atau were ?	When we use was or were ? kapan kita menggunakan was atau were ?	
T	We use was if , kita menggunakan was jika subject nya		We use was if , kita menggunakan was jika subject nya
S	I, he, she, it		I, he, she, it
T	and we use were if the subject is		and we use were if the subject is
S	you, we, they		you, we, they

T	jadi nanti kalau ketemu dengan simple past tense gathuk e adalah I was		jadi nanti kalau ketemu dengan simple past tense gathuk e adalah I was
T	he was, she was, it was, you were, we were, they were		he was, she was, it was, you were, we were, they were
T	kalau Mrs rani was atau were ?	kalau Mrs rani was atau were ?	
S	was		was
T	kalau Mrs Rani and galuh was or were ?	kalau Mrs Rani and galuh was or were ?	
S	were		were
T	now, next to the structure of simple past tense with to be.		now, next to the structure of simple past tense with to be.
T	Subject, do you steel remember what is adjective ? masih ingat apa itu adjective ?	Subject, do you steel remember what is adjective ? masih ingat apa itu adjective ?	
S	masih		masih
T	apa itu adjective ?	apa itu adjective ?	
S	kata sifat		kata sifat
T	kata sifat.		kata sifat.
T	Kalau adverb ?	Kalau adverb ?	
S	kata kerja		kata kerja
T	kata kerja ?	kata kerja ?	
S	kata keterangan		kata keterangan
T	kata keterangan apa ?	kata keterangan apa ?	
S	waktu		waktu
T	apa lagi ?	apa lagi ?	
S	tempat		tempat
T	tapi kalau pada simple past tense yang digunakan adalah kata keterangan ?	tapi kalau pada simple past tense yang digunakan adalah kata keterangan ?	
S	waktu		waktu
T	masih ingat noun ?	masih ingat noun ?	

S	masih		masih
T	apa itu noun ?	apa itu noun ?	
S	kata benda		kata benda
T	sebelum kita masuk ke sini tolong dilihat dulu worksheetnya. Page two, halaman ke dua. Disit, oh sorry.		sebelum kita masuk ke sini tolong dilihat dulu worksheetnya. Page two, halaman ke dua. Disit, oh sorry.
T	Di situ ada time signal atau penanda waktu, Mrs rani sudah menuliskan yang sering dipakai,		Di situ ada time signal atau penanda waktu, Mrs rani sudah menuliskan yang sering dipakai,
T	kalian bisa membaca dan mari kita baca sama-sama.		kalian bisa membaca dan mari kita baca sama-sama.
T	Repeat after me	Repeat after me	
S	oke, oke, sip.		oke, oke, sip.
T	yesterday	yesterday	
S	yesterday		yesterday
T	yesterday morning	yesterday morning	
S	yesterday morning		yesterday morning
T	yesterday afternoon	yesterday afternoon	
S	S : yesterday afternoon		S : yesterday afternoon
T	the day before yesterday	the day before yesterday	
S	the day before yesterday		the day before yesterday
T	this morning	this morning	
S	this morning		this morning
T	this noon	this noon	
S	this noon		this noon
T	Just now	Just now	
S	just now		just now
T	last night	last night	
S	last night		last night
T	Last week	Last week	
S	last week		last week
T	last month	last month	
S	last month		last month

T	last year	last year	
S	last year		last year
T	last Sunday	last Sunday	
S	last Sunday		last Sunday
T	last Friday	last Friday	
S	last Friday		last Friday
T	last April	last April	
S	last April		last April
T	last july	last july	
S	last july		last july
T	a moment ago	a moment ago	
S	a moment ago		a moment ago
T	an our ago	an our ago	
S	an our ago		an our ago
T	two days ago	two days ago	
S	two days ago		two days ago
T	a few days ago	a few days ago	
S	a few days ago		a few days ago
T	three weeks ago	three weeks ago	
S	three weeks ago		three weeks ago
T	a year ago	a year ago	
S	a year ago		a year ago
T	a month ago	a month ago	
S	a month ago		a month ago
T	a few minutes ago	a few minutes ago	
S	a few minutes ago		a few minutes ago
T	now you can tell me in English,		now you can tell me in English,
T	misalkan kalian baca dalam bahasa inggris, please raice your hand, silahkan tunjuk jari,	misalkan kalian baca dalam bahasa inggris, please raice your hand, silahkan tunjuk jari,	
T	bulan januari yang lalu	bulan januari yang lalu	
T	please, raise your hand.	please, raise your hand.	
T	Bulan januari yang lalu. January in English is January.		Bulan januari yang lalu. January in English is January.

T	Raise your hand please.	Raise your hand please.	
S	last January		last January
T	ya, bisa. Last January, januari yang lalu, or …		ya, bisa. Last January, januari yang lalu, or …
T	ada yang lain ?	ada yang lain ?	
T	yang pakai ago, ago itu. Ini bulan apa ?	yang pakai ago, ago itu. Ini bulan apa ?	
S	mei		mei
T	kalau januari berapa bulan yang lalu ? three or five, eh three or four, sorry.	kalau januari berapa bulan yang lalu ? three or five, eh three or four, sorry.	
S	four.		four.
T	jika kalian mengatakan menggunakan ago, menggunakan last January tidak salah, betul.	jika kalian mengatakan menggunakan ago, menggunakan last January tidak salah, betul.	
T	Jika kalian menggunakan ago, berarti four month ago, empat bulan yang lalu.	Jika kalian menggunakan ago, berarti four month ago, empat bulan yang lalu.	
T	Sekarang kalau februari, siapa bisa ?	Sekarang kalau februari, siapa bisa ?	
T	raise your hand, please.	raise your hand, please.	
S	February, raise your hand please.	February, raise your hand please.	
T	Baita, you will answer ?	Baita, you will answer ?	
S	three months ago.		three months ago.
T	three months ago.		three months ago.
T	Sampai sini jelas ?	Sampai sini jelas ?	
S	jelas		jelas
T	any question, ada pertanyaan ?	any question, ada pertanyaan ?	
T	dah, lanjut ya. Sekarang kita lanjut ke sini.		dah, lanjut ya. Sekarang kita lanjut ke sini.

T	Kalian sudah tahu adverbnya,		Kalian sudah tahu adverbnya,
T	pokok e kejadian di masa lampau. Keterangan waktunya sudah dibaca sama-sama.		pokok e kejadian di masa lampau. Keterangan waktunya sudah dibaca sama-sama.
T	Sekarang kita masuk ke structure nya. Susunan kalimatnya yang pertama kita tulis subjectnya dulu.		Sekarang kita masuk ke structure nya. Susunan kalimatnya yang pertama kita tulis subjectnya dulu.
T	Kalian pengen subject siapa ?	Kalian pengen subject siapa ?	
S	azka		azka
T	azka.		azka.
T	Azka use was or were ?	Azka use was or were ?	
S	was		was
T	remember, there is no verb when there was or were, tidak ada verb ketika menggunakan was atau were.		remember, there is no verb when there was or were, tidak ada verb ketika menggunakan was atau were.
T	Jadi yang digunakan adalah adjective atau noun. Jadi sekarang kalian cari.		Jadi yang digunakan adalah adjective atau noun. Jadi sekarang kalian cari.
T	Azka was ….adjective, adjective. Atau noun, beautiful.	Azka was ….adjective, adjective. Atau noun, beautiful.	
T	Beautiful is adjective or noun ? beautiful itu adjective atau noun ?	Beautiful is adjective or noun ? beautiful itu adjective atau noun ?	
S	adjective		adjective
T	kata apa to beautiful ?	kata apa to beautiful ?	
S	kata sifat		kata sifat

T	Azka was beautiful,	Azka was beautiful,	
T	Sekarang kalian tambahkan keterangan waktunya.		Sekarang kalian tambahkan keterangan waktunya.
T	Azka cantik …		Azka cantik …
S	sepuluh tahun yang lalu		sepuluh tahun yang lalu
T	bagaimana kalau negative ?	bagaimana kalau negative ?	
S	Azka was not beautiful ten years ago.		Azka was not beautiful ten years ago.
T	kalau bentuknya negative ditambahkan not setelah was.		kalau bentuknya negative ditambahkan not setelah was.
T	Diingat-ingat ya. Kalau interogatif yang di depan apa ya ?	Diingat-ingat ya. Kalau interogatif yang di depan apa ya ?	
S	was		was
T	setelah was ?	setelah was ?	
T	Azka beautiful ten years ago.	Azka beautiful ten years ago.	
T	Is it clear, sudah jelas ? any question ?	Is it clear, sudah jelas ? any question ?	
S	Yes		no, no
T	sekarang please open exercise one.		sekarang please open exercise one.
T	Tolong dikerjakan dulu, setelah itu tolong nanti yang bisa, e jika sudah selesai nanti yang bisa dan mau silahkan tunjuk jari.		Tolong dikerjakan dulu, setelah itu tolong nanti yang bisa, e jika sudah selesai nanti yang bisa dan mau silahkan tunjuk jari.
T	Lisan from your chair, dari kursimu saja, tidak usah maju.		Lisan from your chair, dari kursimu saja, tidak usah maju.
T	For example number one.		For example number one.
T	I am mam, kalian bisa raise your hand.	I am mam, kalian bisa raise your hand.	

T	Stand up please, tunjuk jari dan silahkan berdiri. Kemudian kalian baca plus jawabannya.		Stand up please, tunjuk jari dan silahkan berdiri. Kemudian kalian baca plus jawabannya.
T	My mother was sad last night. Yang selanjutnya until number ten.		My mother was sad last night. Yang selanjutnya until number ten.
T	Is it clear, mudeng ?	Is it clear, mudeng ?	
T	mudeng		mudeng
T	I will give you a score, saya akan memberimu nilai.	I will give you a score, saya akan memberimu nilai.	
T	Who can answer number two, raise your hand, stand up please, raise your hand. Anis, anis.	Who can answer number two, raise your hand, stand up please, raise your hand. Anis, anis.	
S	shinta and rina were in the class an hour ago.		shinta and rina were in the class an hour ago.
T	shinta and rina in the class an hour ago.		shinta and rina in the class an hour ago.
T	Shinta and rina use ?	Shinta and rina use ?	
S	were		were
T	who can answer number three ?	who can answer number three ?	
S	the weather was good enough to play football yesterday.		the weather was good enough to play football yesterday.
T	the weather was good enough to play football yesterday.		the weather was good enough to play football yesterday.
T	What is your name ?	What is your name ?	
S	dian		dian
T	Who can answer number four ? number four, raise your hand please.	Who can answer number four ? number four, raise your hand please.	
T	Ya, stand up please adi.		Ya, stand up please adi.

S	my smartphone was the newest kind among other.		my smartphone was the newest kind among other.
T	my smartphone was the newest kind among other.		my smartphone was the newest kind among other.
T	Who can answer number five ?	Who can answer number five ?	
T	supriatun, stand up, please.	supriatun, stand up, please.	
S	I was late last night.		I was late last night.
T	I was late last night.		I was late last night.
T	Who can answer number six ?	Who can answer number six ?	
T	gunawan		gunawan
S	we were in the class		we were in the class
T	we were in the class.		we were in the class.
T	Who can answer number seven ?	Who can answer number seven ?	
S	you were in my hearth anymore.		you were in my hearth anymore.
T	you were in my hearth anymore.		you were in my hearth anymore.
T	Who will answer number eight ?	Who will answer number eight ?	
T	azka		azka
T	the cat was fly yesterday.		the cat was fly yesterday.
S	the cat was fly yesterday.		the cat was fly yesterday.
T	Jika kalian menerjemahkan fly nya itu terbang, itu bukan terbang.		Jika kalian menerjemahkan fly nya itu terbang, itu bukan terbang.
T	Tapi nek meloncat ngerti ikan asin itu lho. Mosok kucing terbang.		Tapi nek meloncat ngerti ikan asin itu lho. Mosok kucing terbang.
T	Number nine ?	Number nine ?	
T	baita, stand up please.		baita, stand up please.

S	she was there waiting for me alone		she was there waiting for me alone
T	she was there waiting for me alone.		she was there waiting for me alone.
T	Give applause for baita.	Give applause for baita.	
T	The last question ?	The last question ?	
T	who will answer number ten ?	who will answer number ten ?	
S	they were one of the best football team in.		they were one of the best football team in.
T	they were one of the best football team in.		they were one of the best football team in.
T	oke good.	oke good.	
T	Next, we will discuss about simple past tense part two. Yang ke dua Menggunakan verb.		Next, we will discuss about simple past tense part two. Yang ke dua Menggunakan verb.
T	Clean the white board please.		Clean the white board please.
T	Yang kedua simple past tense with verb.		Yang kedua simple past tense with verb.
T	Haloooo	Haloooo	
S	hay.		hay.
T	Simple past tense with verb, simple past tense menggunakan kata kerja.		Simple past tense with verb, simple past tense menggunakan kata kerja.
T	Structure nya adalah Subject , susunannya adalah Subject, verb ke dua, diteruskan dengan adverb atau noun.		Structure nya adalah Subject , susunannya adalah Subject, verb ke dua, diteruskan dengan adverb atau noun.
T	Sebelum kita bahasa ini, mrs. Rani want you to look at worksheet, dilihat worksheet nya.		Sebelum kita bahasa ini, mrs. Rani want you to look at worksheet, dilihat worksheet nya.
T	Mencatatnya nanti.		Mencatatnya nanti.

T	Look at the worksheet, regular and irregular verb. Kata kerja regular dan kata kerja irregular.		Look at the worksheet, regular and irregular verb. Kata kerja regular dan kata kerja irregular.
T	Jadi kata kerja ada dua. Yang regular adalah yang beraturan, yang ada rumusnya.		Jadi kata kerja ada dua. Yang regular adalah yang beraturan, yang ada rumusnya.
T	Love, kita lihat love. Love diakhiri dengan huruf e. hurup ini adalah hurup vocal, huruf hidup,	Love, kita lihat love. Love diakhiri dengan huruf e. hurup ini adalah hurup vocal, huruf hidup,	
T	bagaimana jika masuk ke dalam verb dua, love ini ditambahkan d saja.		bagaimana jika masuk ke dalam verb dua, love ini ditambahkan d saja.
T	Jadi jika diakhiri huruf hidup kita tambahkan d.		Jadi jika diakhiri huruf hidup kita tambahkan d.
T	kemudian lihat kata yang kedua, watch, diakhiri huruf h, huruf h ini huruf mati. Maka kita tambahkan ed.		kemudian lihat kata yang kedua, watch, diakhiri huruf h, huruf h ini huruf mati. Maka kita tambahkan ed.
T	Lihat play and study. Play and study sama sama diakhiri huruf y.	Lihat play and study. Play and study sama sama diakhiri huruf y.	
T	Bagaimana jika diakhiri huruf y ? play ini menjadi played, sedangkan study menjadi studied.		Bagaimana jika diakhiri huruf y ? play ini menjadi played, sedangkan study menjadi studied.
T	Kenapa beda bu ?	Kenapa beda bu ?	
T	kita lihat di depan huruf y, ada huruf a, dan di study ada huruf d.		kita lihat di depan huruf y, ada huruf a, dan di study ada huruf d.

T	jika di depan huruf y adalah huruf hidup, maka y nya tetep ditambahkan ed. Tapi jika di depan y adalah huruf mati, maka y hilang menjadi ied.		jika di depan huruf y adalah huruf hidup, maka y nya tetep ditambahkan ed. Tapi jika di depan y adalah huruf mati, maka y hilang menjadi ied.
T	Jelas sejauh ini ?	Jelas sejauh ini ?	
S	jelas		jelas
T	yang regular kita tinggalkan. Lanjut ke irregular verb. Kata kerja tidak beraturan.		yang regular kita tinggalkan. Lanjut ke irregular verb. Kata kerja tidak beraturan.
T	Bu rani sudah tuliskan beberapa yang sering digunakan, bisa kalian baca di situ ? atau kita baca sama sama.		Bu rani sudah tuliskan beberapa yang sering digunakan, bisa kalian baca di situ ? atau kita baca sama sama.
T	Repeat after me.	Repeat after me.	
S	oke, oke sip.		oke, oke sip.
T	Eat ate eaten	Eat ate eaten	
S	Eat ate eaten		Eat ate eaten
T	Drink drank drunk	Drink drank drunk	
S	Drink drank drunk		Drink drank drunk
T	Sing sang sung	Sing sang sung	
S	Sing sang sung		Sing sang sung
T	Buy bought bought	Buy bought bought	
S	Buy bought bought		Buy bought bought
T	See saw seen	See saw seen	
S	See saw seen		See saw seen
T	Bring brought brought	Bring brought brought	
S	Bring brought brought		Bring brought brought
T	Take took taken	Take took taken	
S	Take took taken		Take took taken
T	Speak spoke spoken	Speak spoke spoken	
S	Speak spoke spoken		Speak spoke spoken
T	Go went gone	Go went gone	
S	Go went gone		Go went gone
T	Jelas ?	Jelas ?	

S	jelas		jelas
T	Sekarang kita kembali ke sini. Sekarang kita masukkan ke dalam kalimat.		Sekarang kita kembali ke sini. Sekarang kita masukkan ke dalam kalimat.
T	Subjectnya mau pakai siapa ?	Subjectnya mau pakai siapa ?	
S	dian		dian
T	pake baita saja ya.	pake baita saja ya.	
S	ya		ya
T	baita, setelah baita kita menggunakan verb two.		baita, setelah baita kita menggunakan verb two.
T	Verb two nya kalian kepengin apa ?	Verb two nya kalian kepengin apa ?	
T	lihat itu di irregular		lihat itu di irregular
S	eat.		eat.
T	ate. Baita ate five days ago. Baita makan lima hari yang lalu.	ate. Baita ate five days ago. Baita makan lima hari yang lalu.	
T	Ini bentuk positif. bagaimana jika bentuk negative ?	Ini bentuk positif. bagaimana jika bentuk negative ?	
T	Sekarang coba kalian tirukan.		Sekarang coba kalian tirukan.
T	Dari subjectnya dulu, siapa subject nya ?	Dari subjectnya dulu, siapa subject nya ?	
T	baita did not eat		baita did not eat
T	kembali lagi ke verb satu		kembali lagi ke verb satu
T	five days ago		five days ago
T	biasanya yang kalian itu agak ceroboh itu ini. Verb dua, ini verb satu. Verb dua hanya digunakan jika kalimatnya positif.		biasanya yang kalian itu agak ceroboh itu ini. Verb dua, ini verb satu. Verb dua hanya digunakan jika kalimatnya positif.
T	Coba kalian yang membuat.		Coba kalian yang membuat.

T	did baita eat five days ago.	did baita eat five days ago.	
T	is it clear, jelas ? any question ?	is it clear, jelas ? any question ?	
S	Yes		no.
T	sekarang dibuka exercise two and three.		sekarang dibuka exercise two and three.
T	Do it and you can raise your hand and come in front of the class. Bisa tunjuk jari, maju ke depan untuk menjawabnya.		Do it and you can raise your hand and come in front of the class. Bisa tunjuk jari, maju ke depan untuk menjawabnya.
T	Dikerjakan dulu.		Dikerjakan dulu.
T	Have you finished ?	Have you finished ?	
S	yes		yes
T	who will answer exercise number three?	who will answer exercise number three?	
T	.raise your hand please.		.raise your hand please.
T	Look at your friend's answer. Lihat jawaban temanmu.		Look at your friend's answer. Lihat jawaban temanmu.
T	Any false, ada kesalahan ?	Any false, ada kesalahan ?	
T	kita lihat subyek, verb two, and adverb. Sudah betul, yes.		kita lihat subyek, verb two, and adverb. Sudah betul, yes.
T	Did, subject. Verb one, and adverb.		Did, subject. Verb one, and adverb.
T	Kita coba lagi, we try again with exercise two number five,		Kita coba lagi, we try again with exercise two number five,
T	raise your hand please. Azka. Look at your friend's answer. Lihat jawaban temanmu,	raise your hand please. Azka. Look at your friend's answer. Lihat jawaban temanmu,	
T	any false, ada kesalahan ?	any false, ada kesalahan ?	

S	ada		ada
T	subjectnya yang mana ini ?	subjectnya yang mana ini ?	
S	they		they
T	they menggunakan was atau were ?	they menggunakan was atau were ?	
S	were		were
T	azka, kenapa ini diisi was ?	azka, kenapa ini diisi was ?	
T	ini yang betul menggunakan was.		ini yang betul menggunakan was.
T	They were in the library two hours ago.		They were in the library two hours ago.
T	Kemudian kita lihat negatifnya.		Kemudian kita lihat negatifnya.
T	They was not, was nya yang betul …		They was not, was nya yang betul …
S	were		were
T	were.		were.
T	Kalimat Tanya juga yang betul was nya adalah were.		Kalimat Tanya juga yang betul was nya adalah were.
T	Kenapa were ?	Kenapa were ?	
T	karena subjectnya they.		karena subjectnya they.
T	Is it clear, faham ? any question ?	Is it clear, faham ? any question ?	
S	Yes		no
T	this is the end of our material today, simple past tense. Ini adalah simple past tense,		this is the end of our material today, simple past tense. Ini adalah simple past tense,
T	sudah clear sudah selesai, sangat simple,		sudah clear sudah selesai, sangat simple,
T	nanti saya harapkan kalian dapat mengerjakan ujian kenaikan kelas.		nanti saya harapkan kalian dapat mengerjakan ujian kenaikan kelas.
S	Amin		Amin

T	sampai sini ada pertanyaan atau tidak ?	sampai sini ada pertanyaan atau tidak ?	
S	tidak.		tidak.
T	kita sampulkan. Simple past tense dibagi menjdi berapa ?	kita sampulkan. Simple past tense dibagi menjdi berapa ?	
S	dua		dua
T	yang pertama menggunakan to be, to be nya ?	yang pertama menggunakan to be, to be nya ?	
S	was dan were		was dan were
T	yang ke dua menggunakan ?	yang ke dua menggunakan ?	
S	verb		verb
T	verb nya dibagi menjadi ?	verb nya dibagi menjadi ?	
S	dua		dua
T	yaitu ?	yaitu ?	
S	regular and irregular verb		regular and irregular verb
T	what is the function of simple past tense ? fungsinya simple past tense untuk apa ?	what is the function of simple past tense ?fungsinya simple past tense untuk apa ?	
S	untuk menceritakan kejadian pada masa lampau		untuk menceritakan kejadian pada masa lampau
T	untuk menyatakan kejadian pada masa lampau.		untuk menyatakan kejadian pada masa lampau.
T	Oke, thank you for today,		Oke, thank you for today,
T	assalamu'alaikum wr. Wb.		assalamu'alaikum wr. Wb.
S	Waalaikum salam wr. Wb.		Waalaikum salam wr. Wb.
T	see you next time		see you next time
S	see you		see you

Appendix 7 : Types of Teacher's Scaffolding Talk

Teacher A

No	Teacher's Scaffolding talk	Types Of Scaffolding Talk						
		Modeling	Bridging	Contextualizing	Offering Explanation	Inviting Student's Paritcipation	Clarifying Student's Understanding	Reinforcement
1	Who is absent today ?					v		
2	Do you have the items ?					v		
3	Do you kamu punya soal-soalnya ?					v		
4	Sudah difoto copy ya.					v		
5	Fried rice, anyone knows, ada yang tahu, apa fried rice ?						v	
6	Teks procedure sudah kalian pelajari pada materi yang lalu.		v					
7	Sudah belum ?		v					
8	How many parts are there in procedure teks. Ada berapa bagian di teks procedure?						v	
9	Number one ?					v		
10	Louder, lebih keras lagi ?					v		
11	Title or judul. What does it mean, artinya apa ?						v	
12	Number two.					v		
13	Material or ingredients, What does it mean ?						v	
14	Number three ?					v		
15	What does it mean ?						v	

16	I'll give an example, saya akan memberikan contoh of procedure text, dari teks prosedur yang lain ya, yang berjudul, yang berjudul how to make a plate of fried noodle.		v					
17	Fried noodle, what does it mean ?						v	
18	louder ?					v		
19	Kenapa saya berikan contoh teks procedure membuat mie goring ?			v				
20	Berarti berapa jumlahnya ini ?						v	
21	Ok, let's start count one until five.					v		
22	Louder !					v		
23	please raise your hand !					v		
24	check your friends !					v		
25	higher, higher,					v		
26	have you finished ?					v		
27	Louder !					v		
28	example of procedure text, how to make a plate of fried noodle.	v						
29	Fried noodle means ?						v	
30	very good.							v
31	Then what is boiled ? boil, apa ya artinya ?						v	
32	can you repeat ?					v		
33	What does it means, onion ?						v	
34	what does it mean cauliflower ?						v	
35	minyak ?						v	
36	is it right ?					v		
37	And then carrot ?						v	
38	Frying oil means ?						v	
39	Apakah bahan-bahan itu ditemukan lagi dalam membuat nasi goreng ? ada tidak ?						v	
40	tetapi, is there anymore other ingredients ? apa ada bahan yang lain yang tidak sama dengan bahan mie goreng ?						v	

41	What are they ?						v	
42	Have you ever cooked fried rice, pernahkah kamu memasak mie goreng ?			v				
43	selain chili apa lagi ?						v	
44	rice. And then ?						v	
45	salt. You have salt here you know, in fried noodle, di mie goreng tadi sudah disebutkan ya salt.					v		
46	Selain rice, chili, apa lagi ? about the vegetables, sayurannya apa ya …						v	
47	grim, what does it mean grim?						v	
48	what does it mean fry ?						v	
49	What does about fry, …spices, what does it mean ?						v	
50	Add the boiled noodle, what is it added ?						v	
51	What about vegetable, What does it mean ?						v	
52	Serve, what does it mean ?						v	
53	Get it ? sudah mengerti ?					v		
54	Oke, your task is, tugasmu adalah make a procedure text how to make a plate of fried rice.			v				
55	How many onion do we need ?						v	
56	Is it clear ?, sudah jelas ?						v	
57	Get it ? faham ?						v	
58	another question ?					v		
59	What is bawang merah in English ?						v	
60	Ok, that is quite clever question.							v
61	Can you differentiate between onion and garlic ?						v	
62	which one is bawang merah ?						v	
63	anyone knows ? ada yang tahu ?						v	
64	oke, who want to report the result, siapa yang mau melaporkan hasil diskusinya ?					v		

65	The other friend, please pay attention, tolong perhatikan.					v		
66	Oke, please give reward for vani, ya.							v
67	Give applause.							v
68	please, attention please,					v		
69	Oke, I have the word nasi, how do you pronounce it in English ?						v	
70	rise or /rais/ ?	v						
71	What about cabe ?						v	
72	What about bawang merah ?						v	
73	onion or /An.jen/	v						
74	and then menggoreng, what does it mean ?						v	
75	fry or /frai/ ?	v						
76	louder					v		
77	spice or /spais/ ?	v						
78	Please one of you come forward. Read it aloud.					v		
79	Mistake is oke, kesalahan itu tidak apa-apa.							v
80	Oke, I want to ask you. Vegetable or /vedʒ.tə.bl/	v						
81	louder					v		
82	plate or /pleɪt/	v						
83	louder					v		
84	oke, give applause for siti.							v
85	Who's next, siapa lagi ?					v		
86	Ya tiara, please come forward. Pay attention					v		
87	oke, give applause for tiara.							v
88	Most of you have done well, sebagian besar dari kamu sudah bekerja dengan baik,							v
89	oke, I will score your work, saya akan menilai pekerjaan kamu.							v
90	is there any question ? apa ada pertanyaan ?						v	
	Total Amount	**7**	**3**	**3**	**0**	**30**	**38**	**9**
	Percentage	**7.778**	**3.333**	**3.333**	**0**	**33.33**	**42.22**	**10**

Appendix 8 : Types of Teacher's Scaffolding Talk

Teacher B

NO	TEACHER'S TALK / STUDENT'S TALK	Types Of Scaffolding Talk						
		Modeling	Bridging	Contextualizing	Offering Explanation	Inviting Student's Paritcipation	Clarifying Student's Understanding	Reinforcement
1	Who is absent today ? who is absent today ?, Nihil ?					v		
2	Passive voice, sebelum passive voice, kalian lihat dulu kalimat aktif.		v					
3	Kalimat aktif itu dalam bahasa indonesia itu subyeknya mengenai pekerjaan.	v						
4	Saya Menyukai apel.	v						
5	Apel disukai oleh saya	v						
6	in English, what is the pattern of passive voice ? rumusnya apa ? rumus passive voice ?						v	
7	What are to be used in present tense ? apa to be yang digunakan dalam kalimat present tense ?						v	
8	To be nya apa ?						v	
9	untuk subyek he, she, it to be nya ?						v	
10	they, we, you ?						v	

11	Untuk yang they, we, you. I, they, we, you ?						v	
12	Kemudian masuk ke contoh, example. I like apple.	v						
13	Ini kalimat aktif atau kalimat pasif ?						v	
14	what the meaning is I like apple ? artinya apa I like apple ?						v	
15	kemudian passive nya ?						v	
16	setelah subject ada to be. To be nya apple apa ?						v	
17	verb tiga dari kata kerja like ?						v	
18	kenapa me, bukan I ?						v	
19	oke, next example. I write the letter. I , I ini ?						v	
20	kedudukannya jadi?						v	
21	write ?						v	
22	the letter ?						v	
23	the letters are ..., kenapa are ?						v	
24	The letters are ?						v	
25	oke, do you understand ?						v	
26	My father reads a newspaper.	v						
27	Siapa yang dapat merubahnya menjadi kalimat pasif ?					v		
28	raise your hand and come forward.					v		
29	Yo, salah gak pa pa.							v
30	Siapa yang dapat merubahnya menjadi kalimat pasif ?					v		
31	Bener cah?						v	

32	To be nya apa ?						v	
33	newspaper is read by my father.	v						
34	The students study English.	v						
35	Pasifnya, siapa yang bisa ? riki, fajar, firman,					v		
36	Benerkah						v	
37	By the students, kurang apa tadi ?						v	
38	Ahmad plays badminton.	v						
39	Bener cah ?						v	
40	Badminton is played by ahmad.	v						
41	Any question so far ? ada pertanyaan ?					v		
42	do you understand ?						v	
43	What are to be used in past tense ? To be apa yang digunakan dalam kalimat past tense ?						v	
44	he, she, it, I use?						v	
45	they, we, you ?						v	
46	do you have marker ? do you have marker ?					v		
47	my mother cooked rice. Ini kalimat menggunakan present apa cah, menggunakan simple apa ?						v	
48	Yang menandakan kalau kalimat ini past tense itu apa ?						v	
49	verb satunya apa ?						v	
50	Rice …to be nya was atau were ?						v	
51	Verb tiga dari cook ?						v	

52	Dina listened pop songs. Dina telah mendengarkan lagu-lagu pop.	v						
53	Pop songs, to be nya ?						v	
54	was, right ?						v	
55	were, kenapa were tidak was ?						v	
56	dina ini kata gantinya apa ?						v	
57	she, kalau jadi obyek ?						v	
58	Sekarang tak kasih contoh.	v						
59	Edison invent apa ? apa ? edison itu penemu apa ?						v	
60	invented ?						v	
61	electric light ?						v	
62	siapa yang bisa mengubahnya menjadi kalimat passive ?					v		
63	Electric light was invented by Edison. Bener dak cah ?						v	
64	oke. my aunt saw a ghost.	v						
65	Riki. To be nya apa ? jamak apa tunggal ?					v		
66	oke perfect, katanya si reza perfect.							v
67	Oke, any question ?					v		
68	the student sang English song.	v						
69	Oke, siapa yang dapat merubahnya menjadi kalimat aktif ?					v		
70	subjectnya yang mana ini ?						v	
71	subject ?						v	
72	sang ?						v	

73	verb satunya apa ?						v	
74	English song ?						v	
75	untuk merubahnya menjadi kalimat passive gimana ?						v	
76	kenapa was, tidak is ?						v	
77	English song was, verb tiga dari sang ?						v	
78	Oke, any question ?					v		
79	Oke, maju number one.					v		
80	My sister wrote the letter.	v						
81	Number two ?					v		
82	oke, dita, firman, firman. Number three ?					v		
83	oke huda, number four.					v		
84	oke alif, dibaca lif nomer satu lif, yang maju lif.					v		
85	bener gak ?						v	
86	Oke number two, mita.					v		
87	bener ?						v	
88	number three ? tengku firmansyah.					v		
89	Number four, bella.					v		
90	Sudah, any question ?					v		
91	Lagi ya ?				v			
92	Number five ? Sri mulyani.					v		
93	Number six ?					v		
94	number seven ?					v		
95	Teach, what does it mean ? teach artinya ?						v	
96	English ?						v	
97	Ini simple apa, present atau past ?						v	
98	Passive form nya ?						v	
99	verb tiga dari teach ?						v	

100	Oke, siapa yang belum faham ? yang belum faham ?						v	
101	Rima, faham rima ?					v		
	Total Amount	**14**	**1**	**0**	**1**	**25**	**58**	**2**
	Percentage	**13.86**	**0.99**	**0**	**0.99**	**24.75**	**57.43**	**1.98**

Appendix 9 : Types of Teacher's Scaffolding Talk

Teacher C

No	TEACHER'S TALK / STUDENT'S TALK	Types Of Scaffolding Talk						
		Modeling	Bridging	Contextualizing	Offering Explanation	Inviting Student's Paritcipation	Clarifying Student's Understanding	Reinforcement
1	Do you have the worksheet ?					v		
2	Kalian sudah membawa worksheetnya ?					v		
3	have you read it ? sudah dibaca ? have you ?					v		
4	now, please look at the worksheet. Lihat worksheetnya. Simple past tense.					v		
5	Have you ever tell a story ? pernahkah kalian menceritakan kejadian-kejadian hidup kalian ?		v					
6	pernah bercerita karo kancane tentang kejadian hidup kalian pada masa lalu ?		v					
7	tentang apa ?		v					
8	Jadi kalau bu rani membuat kalimat, bu rani marah dua menit yang lalu meskipun dua menit itu masuk dalam bentuk past tense.	v						

9	Mrs. Rani was angry two minutes ago. Bu rani marah dua menit yang lalu.	v						
10	Azka berkedip lima detik yang lalu,	v						
11	kalian bisa baca to be nya ada apa saja di situ ?						v	
12	was and were. Were opo where ?						v	
13	When we use was or were ? kapan kita menggunakan was atau were ?						v	
14	he was, she was, it was, you were, we were, they were	v						
15	Kalau Mrs rani was atau were ?			v				
16	Kalau Mrs Rani and galuh was or were ?			v				
17	Subject, do you steel remember what is adjective ? masih ingat apa itu adjective ?		v					
18	apa itu adjective ?						v	
19	Kalau adverb ?						v	
20	kata kerja ?						v	
21	kata keterangan apa ?						v	
22	apa lagi ?					v		
23	tapi kalau pada simple past tense yang digunakan adalah kata keterangan ?						v	
24	masih ingat noun ?		v					
25	apa itu noun ?						v	
26	Repeat after me					v		
27	yesterday	v						
28	yesterday afternoon	v						
29	this morning	v						
30	Just now	v						
31	last night	v						
32	Last week	v						

33	last month	v						
34	last year	v						
35	last Sunday	v						
36	last Friday	v						
37	last April	v						
38	last july	v						
39	a moment ago	v						
40	an our ago	v						
41	two days ago	v						
42	a few days ago	v						
43	three weeks ago	v						
44	a year ago	v						
45	a month ago	v						
46	a few minutes ago	v						
47	misalkan kalian baca dalam bahasa inggris, please raice your hand, silahkan tunjuk jari,					v		
48	bulan januari yang lalu	v						
49	please, raise your hand.					v		
50	Raise your hand please.					v		
51	ada yang lain ?					v		
52	yang pakai ago, ago itu. Ini bulan apa ?		v					
53	kalau januari berapa bulan yang lalu ? three or five, eh three or four, sorry.		v					
54	jika kalian mengatakan menggunakan ago, menggunakan last January tidak salah, betul.							v
55	Jika kalian menggunakan ago, berarti four month ago, empat bulan yang lalu.		v					
56	Sekarang kalau februari, siapa bisa ?		v					
57	raise your hand, please.					v		
58	February, raise your hand please.					v		
59	Baita, you will answer ?					v		

60	Sampai sini jelas ?						v	
61	any question, ada pertanyaan ?					v		
62	Kalian pengen subject siapa ?		v					
63	Azka use was or were ?						v	
64	Azka was ….adjective, adjective. Atau noun, beautiful.						v	
65	Beautiful is adjective or noun ? beautiful itu adjective atau noun ?						v	
66	kata apa to beautiful ?						v	
67	Azka was beautiful,						v	
68	bagaimana kalau negative ?						v	
69	Diingat-ingat ya. Kalau interogatif yang di depan apa ya ?		v					
70	setelah was ?						v	
71	Azka was beautiful ten years ago.	v						
72	Is it clear, sudah jelas ? any question ?						v	
73	I am mam, kalian bisa raise your hand.					v		
74	Is it clear, mudeng ?						v	
75	I will give you a score, saya akan memberimu nilai.							v
76	Who can answer number two, raise your hand, stand up please, raise your hand. Anis, anis.					v		
77	Shinta and rina use ?						v	
78	who can answer number three ?					v		
79	What is your name ?					v		
80	Who can answer number four ? number four, raise your hand please.					v		
81	Who can answer number					v		

	five ?							
82	supriatun, stand up, please.					v		
83	Who can answer number six ?					v		
84	Who can answer number seven ?					v		
85	Who will answer number eight ?					v		
86	Number nine ?					v		
87	Give applause for baita.							v
88	The last question ?					v		
89	who will answer number ten ?					v		
90	oke good.							v
91	Haloooo					v		
92	Love, kita lihat love. Love diakhiri dengan huruf e. hurup ini adalah hurup vocal, huruf hidup,	v						
93	Lihat play and study. Play and study sama sama diakhiri huruf y.	v						
94	Kenapa beda bu ?						v	
95	Jelas sejauh ini ?						v	
96	Repeat after me.					v		
97	Eat ate eaten	v						
98	Drink drank drunk	v						
99	Sing sang sung	v						
100	Buy bought bought	v						
101	See saw seen	v						
102	Bring brought brought	v						
103	Take took taken	v						
104	Speak spoke spoken	v						
105	Go went gone	v						
106	Jelas ?						v	
107	Subjectnya mau pakai siapa ?		v					
108	pake baita saja ya.		v					
109	Verb two nya kalian kepengin apa ?		v					

110	ate. Baita ate five days ago. Baita makan lima hari yang lalu.	v						
111	Ini bentuk positif. bagaimana jika bentuk negative ?						v	
112	Dari subjectnya dulu, siapa subject nya ?		v					
113	did baita eat five days ago.	v						
114	is it clear, jelas ? any question ?						v	
115	Have you finished ?					v		
116	who will answer exercise number three?					v		
117	Any false, ada kesalahan ?						v	
118	raise your hand please. Azka. Look at your friend's answer. Lihat jawaban temanmu,					v		
119	any false, ada kesalahan ?						v	
120	subjectnya yang mana ini ?						v	
121	they menggunakan was atau were ?						v	
122	azka, kenapa ini diisi was ?						v	
123	Kenapa were ?						v	
124	Is it clear, faham ? any question ?						v	
125	sampai sini ada pertanyaan atau tidak ?					v		
126	kita sampulkan. Simple past tense dibagi menjdi berapa ?						v	
127	yang pertama menggunakan to be, to be nya ?						v	
128	yang ke dua menggunakan ?						v	
129	verb nya dibagi menjadi ?						v	
130	yaitu ?						v	

131	what is the function of simple past tense ? fungsinya simple past tense untuk apa ?						v	
	Total Amount	**39**	**15**	**2**	**0**	**33**	**38**	**4**
	Percentage	**29.77**	**11.45**	**1.527**		**25.19**	**29.01**	**3.053**

Appendix 10 : Mood Analysis

Teacher A

No	Move		Mood							
				Deicity Temp	Mood Person		Indivcative		
								Interogative	
		Polarity +/-	Imperative	Modal	Interaction	Non Interaction	Declarative	Yes/No Q	Wh Q
1	Who is absent today ?	+		Present	Speaker				V
2	Do you have the items ?	+		Present	Speaker			v	
3	Do you kamu punya soal-soalnya ?	+		Present	Speaker			v	
4	Sudah difoto copy ya.	+		past	Speaker			v	
5	Fried rice, anyone knows, ada yang tahu, apa fried rice ?	+		Present	Speaker			v	
6	Teks procedure sudah kalian pelajari pada materi yang lalu.	+		past	Speaker		v		
7	Sudah belum ?	+		past	Speaker			v	
8	How many parts are there in procedure teks. Ada berapa bagian di teks procedure?	+		Present	Speaker				v
9	Number one ?	+		Present	Speaker				v
10	Louder, lebih keras lagi !	+	v	Present	Speaker				
11	Title or judul. What does it mean, artinya apa ?	+		Present	Speaker				v
12	Number two?	+		Pres	Spea				v

				ent	ker				
13	Material or ingredients, What does it mean ?	+		Present	Speaker				v
14	Number three ?	+		Present	Speaker				v
15	What does it mean ?	+		Present	Speaker				v
16	I'll give an example, saya akan memberikan contoh of procedure text, dari teks prosedur yang lain ya, yang berjudul, yang berjudul how to make a plate of fried noodle.	+		future	Speaker		v		
17	Fried noodle, what does it mean ?	+		Present	Speaker				v
18	louder !	+	v	Present	Speaker				
19	Kenapa saya berikan contoh teks procedure membuat mie goring ?	+		Present	Speaker				v
20	Berarti berapa jumlahnya ini ?	+		Present	Speaker				v
21	Ok, let's start count one until five.	+	v	Present	Speaker				
22	Louder !	+	v	Present	Speaker				
23	please raise your hand !	+	v	Present	Speaker				
24	check your friends !	+	v	Present	Speaker				
25	higher, higher,	+	v	Present	Speaker				
26	have you finished ?	+		past	Speaker			v	
27	Louder !	+	v	Present	Speaker				
28	example of procedure text, how to make a plate of fried noodle.	+		Present	Speaker		v		
29	Fried noodle means ?	+		Present	Speaker				v
30	very good.	+		Pres	Spea		v		

				ent	ker				
31	Then what is boiled ? boil, apa ya artinya ?	+		Present	Speaker				v
32	can you repeat ?	+		modal	Speaker			v	
33	What does it means, onion ?	+		Present	Speaker				v
34	what does it mean cauliflower ?	+		Present	Speaker				v
35	minyak ?	+		Present	Speaker				v
36	is it right ?	+		Present	Speaker			v	
37	And then carrot ?	+		Present	Speaker				v
38	Frying oil means ?	+		Present	Speaker				v
39	Apakah bahan-bahan itu ditemukan lagi dalam membuat nasi goreng ? ada tidak ?	+		Present	Speaker			v	
40	tetapi, is there anymore other ingredients ? apa ada bahan yang lain yang tidak sama dengan bahan mie goreng ?	+		Present	Speaker			v	
41	What are they ?	+		Present	Speaker				v
42	Have you ever cooked fried rice, pernahkah kamu memasak mie goreng ?	+		Past	Speaker			v	
43	selain chili apa lagi ?	+		Present	Speaker				v
44	rice. And then ?	+		Present	Speaker				v
45	salt. You have salt here you know, in fried noodle, di mie goreng tadi sudah disebutkan ya salt.	+		Present	Speaker		v		
46	Selain rice, chili, apa lagi ? about the vegetables, sayurannya apa ya …	+		Present	Speaker				v
47	grim, what does it mean grim?	+		Present	Speaker				v

48	what does it mean fry ?	+		Present	Speaker				v
49	What does about fry, …spices, what does it mean ?	+		Present	Speaker				v
50	Add the boiled noodle, what is it added ?	+		Present	Speaker				v
51	What about vegetable, What does it mean ?	+		Present	Speaker				v
52	Serve, what does it mean ?	+		Present	Speaker				v
53	Get it ? sudah mengerti ?	+		Present	Speaker			v	
54	Oke, your task is, tugasmu adalah make a procedure text how to make a plate of fried rice.	+		Present	Speaker		v		
55	How many onion do we need ?	+		Present	Speaker				v
56	Is it clear ?, sudah jelas ?	+		Present	Speaker			v	
57	Get it ? faham ?	+		Present	Speaker			v	
58	another question ?	+		Present	Speaker			v	
59	What is bawang merah in English ?	+		Present	Speaker				v
60	Ok, that is quite clever question.	+		Present	Speaker		v		
61	Can you differentiate between onion and garlic ?	+		modal	Speaker			v	
62	which one is bawang merah ?	+		Present	Speaker				v
63	anyone knows ? ada yang tahu ?	+		Present	Speaker				v
64	oke, who want to report the result, siapa yang mau melaporkan hasil diskusinya ?	+		Present	Speaker				v
65	The other friend, please pay attention, tolong perhatikan.	+	v	Present	Speaker				
66	Oke, please give reward for vani, ya !	+	v	Present	Speaker				
67	Give applause !	+	v	Pres	Spea				

				ent	ker				
68	please, attention please,	+	v	Present	Speaker				
69	Oke, I have the word nasi, how do you pronounce it in English ?	+		Present	Speaker				v
70	rise or /rais/ ?	+		Present	Speaker				v
71	What about cabe ?	+		Present	Speaker				v
72	What about bawang merah ?	+		Present	Speaker				v
73	onion or /An.jen/	+		Present	Speaker				v
74	and then menggoreng, what does it mean ?	+		Present	Speaker				v
75	fry or /frai/ ?	+		Present	Speaker				v
76	louder	+	v	Present	Speaker				
77	spice or /spais/ ?	+		Present	Speaker				v
78	Please one of you come forward. Read it aloud.	+	v	Present	Speaker				
79	Mistake is oke, kesalahan itu tidak apa-apa.	+		Present	Speaker		v		
80	Oke, I want to ask you. Vegetable or /vedʒ.tə.bl/	+		Present	Speaker				v
81	Louder	+	v	Present	Speaker				
82	plate or /pleɪt/	+		Present	Speaker				v
83	Louder	+	v	Present	Speaker				
84	oke, give applause for siti.	+	v	Present	Speaker				
85	Who’s next, siapa lagi ?	+		Present	Speaker				v
86	Ya tiara, please come forward. Pay attention	+	v	Present	Speaker				
87	oke, give applause for tiara.	+	v	Present	Speaker				

88	Most of you have done well, sebagian besar dari kamu sudah bekerja dengan baik,	+		Past	Speaker			v	
89	oke, I will score your work, saya akan menilai pekerjaan kamu.	+		future	Speaker			v	
90	is there any question ? apa ada pertanyaan ?	+		Present	Speaker			v	
	Total amount	**90**	**19**				**8**	**19**	**44**
	Percentage		**21.1**				**8.89**	**21.1**	48.9

Appendix 11 : Mood Analysis

Teacher B

No	Move	Polarity +/-	Mood						
			Imperative	Deicity Temp Modal	Mood Person		Indivcative Type		
					Interaction	Non Interaction	Declarative	Interogative Yes/No Q	Interogative Wh Q
1	Who is absent today ? who is absent today ?, Nihil ?	+		Present	Speaker				v
2	Passive voice, sebelum passive voice, kalian lihat dulu kalimat aktif.	+	v	Present	Speaker				
3	Kalimat aktif itu dalam bahasa indonesia itu subyeknya mengenai pekerjaan.	+		Present	Speaker		v		
4	Saya Menyukai apel.	+		Present	Speaker		v		
5	Apel disukai oleh saya	+		Present	Speaker		v		
6	in English, what is the pattern of passive voice ? rumusnya apa ? rumus passive voice ?	+		Present	Speaker				v
7	What are to be used in present tense ? apa to be yang digunakan dalam kalimat present tense ?	+		Present	Speaker				v
8	To be nya apa ?	+		Present	Speaker				v
9	untuk subyek he, she, it to be nya ?	+		Present	Speaker				v

10	they, we, you ?	+		Present	Speaker				v
11	Untuk yang they, we, you. I, they, we, you ?	+		Present	Speaker				v
12	Kemudian masuk ke contoh, example. I like apple.	+		Present	Speaker		v		
13	Ini kalimat aktif atau kalimat pasif ?	+		Present	Speaker				v
14	what the meaning is I like apple ? artinya apa I like apple ?	+		Present	Speaker				v
15	kemudian passive nya ?	+		Present	Speaker				v
16	setelah subject ada to be. To be nya apple apa ?	+		Present	Speaker				v
17	verb tiga dari kata kerja like ?	+		Present	Speaker				v
18	kenapa me, bukan I ?	+		Present	Speaker				v
19	oke, next example. I write the letter. I , I ini ?	+		Present	Speaker			v	
20	kedudukannya jadi?	+		Present	Speaker				v
21	write ?	+		Present	Speaker				v
22	the letter ?	+		Present	Speaker				v
23	the letters are ..., kenapa are ?	+		Present	Speaker				v
24	The letters are ?	+		Present	Speaker				v
25	oke, do you understand ?	+		Present	Speaker			v	
26	My father reads a newspaper.	+		Present	Speaker		v		
27	Siapa yang dapat merubahnya menjadi kalimat pasif ?	+		Present	Speaker				v
28	raise your hand and come forward.	+	v	Present	Speaker				
29	Yo, salah gak pa pa.	-		Pres	Speak		v		

				ent	er				
30	Siapa yang dapat merubahnya menjadi kalimat pasif ?	+		Present	Speaker				v
31	Bener cah?	+		Present	Speaker			v	
32	To be nya apa ?	+		Present	Speaker				v
33	newspaper is read by my father.	+		Present	Speaker		v		
34	The students study English.	+		Present	Speaker		v		
35	Pasifnya, siapa yang bisa ? riki, fajar, firman,	+		Present	Speaker				v
36	Benerkah	+		Present	Speaker			v	
37	By the students, kurang apa tadi ?	+		Present	Speaker				v
38	Ahmad plays badminton.	+		Present	Speaker		v		
39	Bener cah ?	+		Present	Speaker			v	
40	Badminton is played by ahmad.	+		Present	Speaker		v		
41	Any question so far ? ada pertanyaan ?	+		Present	Speaker			v	
42	do you understand ?	+		Present	Speaker			v	
43	What are to be used in past tense ? To be apa yang digunakan dalam kalimat past tense ?	+		Present	Speaker				v
44	he, she, it, I use?	+		Present	Speaker				v
45	they, we, you ?	+		Present	Speaker				v
46	do you have marker ? do you have marker ?	+		Present	Speaker			v	
47	my mother cooked rice. Ini kalimat menggunakan present apa cah, menggunakan simple apa ?	+		Present	Speaker				v

48	Yang menandakan kalau kalimat ini past tense itu apa ?	+		Present	Speaker				v
49	verb satunya apa ?	+		Present	Speaker				v
50	Rice …to be nya was atau were ?	+		Present	Speaker				v
51	Verb tiga dari cook ?	+		Present	Speaker				v
52	Dina listened pop songs. Dina telah mendengarkan lagu-lagu pop.	+		Past	Speaker		v		
53	Pop songs, to be nya ?	+		Present	Speaker				v
54	was, right ?	+		Present	Speaker			v	
55	were, kenapa were tidak was ?	+		Present	Speaker				v
56	dina ini kata gantinya apa ?	+		Present	Speaker				v
57	she, kalau jadi obyek ?	+		Present	Speaker				v
58	Sekarang tak kasih contoh.	+		future	Speaker		v		
59	Edison invent apa ? apa ? edison itu penemu apa ?	+		Present	Speaker				v
60	invented ?	+		Present	Speaker				v
61	electric light ?	+		Present	Speaker				v
62	siapa yang bisa mengubahnya menjadi kalimat passive ?	+		Present	Speaker				v
63	Electric light was invented by Edison. Bener dak cah ?	+		Present	Speaker			v	
64	oke. my aunt saw a ghost.	+		Present	Speaker		v		
65	Riki. To be nya apa ? jamak apa tunggal ?	+		Present	Speaker				v
66	oke perfect, katanya si reza perfect.	+		Present	Speaker		v		
67	Oke, any question ?	+		Pres	Speak			v	

				ent	er				
68	the student sang English song.	+		Present	Speaker		v		
69	Oke, siapa yang dapat merubahnya menjadi kalimat aktif ?	+		modal	Speaker				v
70	subjectnya yang mana ini ?	+		Present	Speaker				v
71	subject ?	+		Present	Speaker				v
72	sang ?	+		Present	Speaker				v
73	verb satunya apa ?	+		Present	Speaker				v
74	English song ?	+		Present	Speaker				v
75	untuk merubahnya menjadi kalimat passive gimana ?	+		Present	Speaker				v
76	kenapa was, tidak is ?	+		Present	Speaker				v
77	English song was, verb tiga dari sang ?	+		Present	Speaker				v
78	Oke, any question ?	+		Present	Speaker			v	
79	Oke, maju number one.	+	v	Present	Speaker				
80	My sister wrote the letter.	+		Past	Speaker		v		
81	Number two ?	+	v	Present	Speaker				
82	oke, dita, firman, firman. Number three ?	+	v	Present	Speaker				
83	oke huda, number four.	+	v	Present	Speaker				
84	oke alif, dibaca lif nomer satu lif, yang maju lif.	+	v	Present	Speaker				
85	bener gak ?	+		Present	Speaker			v	
86	Oke number two, mita.	+		Present	Speaker				v
87	bener ?	+		Pres	Speak			v	

				ent	er				
88	number three ? tengku firmansyah.	+	v	Present	Speaker				
89	Number four, bella.	+	v	Present	Speaker				
90	Sudah, any question ?	+		Present	Speaker			v	
91	Lagi ya ?	+		Present	Speaker			v	
92	Number five ? Sri mulyani.	+	v	Present	Speaker				
93	Number six ?	+	v	Present	Speaker				
94	number seven ?	+	v	Present	Speaker				
95	Teach, what does it mean ? teach artinya ?	+		Present	Speaker				v
96	English ?	+		Present	Speaker				v
97	Ini simple apa, present atau past ?	+		Present	Speaker				v
98	Passive form nya ?	+		Present	Speaker				v
99	verb tiga dari teach ?	+		Present	Speaker				v
100	Oke, siapa yang belum faham ? yang belum faham ?	-		Present	Speaker				v
101	Rima, faham rima ?	+		Present	Speaker			v	
	Total amount	**99**	**12**				**16**	**17**	**56**
	Percentage		**11.9**				**15.8**	**16.8**	55.45

Appendix 13 : Mood Analysis

Teacher C

No	Move	Polarity +/-	Mood							
			Imperative	Deicity Temp / Modal	Mood Person		Indivcative Type			
					Interaction	Non Interaction	Declarative	Interogative		
								Yes/No Q	Wh Q	
1	Do you have the worksheet ?	+		Present	Speaker			v		
2	Kalian sudah membawa worksheetnya ?	+		past	Speaker			v		
3	have you read it ? sudah dibaca ? have you ?	+		past	Speaker			v		
4	now, please look at the worksheet. Lihat worksheetnya. Simple past tense.	+	v	Present	Speaker					
5	Have you ever tell a story ? pernahkah kalian menceritakan kejadian-kejadian hidup kalian ?	+		past	Speaker			v		
6	pernah bercerita karo kancane tentang kejadian hidup kalian pada masa lalu ?	+		past	Speaker			v		
7	tentang apa ?	+		Present	Speaker				v	
8	Jadi kalau bu rani membuat kalimat, bu rani marah dua menit yang lalu meskipun dua menit itu masuk dalam bentuk past tense.	+		past	Speaker		v			
9	Mrs. Rani was angry two minutes ago. Bu rani marah dua menit yang lalu.	+		past	Speaker		v			

10	Azka berkedip lima detik yang lalu,	+		past	Speaker		v		
11	kalian bisa baca to be nya ada apa saja di situ ?	+		modal	Speaker				v
12	was and were. Were opo where ?	+		Present	Speaker			v	
13	When we use was or were ? kapan kita menggunakan was atau were ?	+		Present	Speaker				v
14	he was, she was, it was, you were, we were, they were	+		past	Speaker		v		
15	Kalau Mrs rani was atau were ?	+		Present	Speaker				v
16	Kalau Mrs Rani and galuh was or were ?	+		Present	Speaker				v
17	Subject, do you steel remember what is adjective ? masih ingat apa itu adjective ?	+		Present	Speaker			v	
18	apa itu adjective ?	+		Present	Speaker				v
19	Kalau adverb ?	+		Present	Speaker				v
20	kata kerja ?	+		Present	Speaker				v
21	kata keterangan apa ?	+		Present	Speaker				v
22	apa lagi ?	+		Present	Speaker				v
23	tapi kalau pada simple past tense yang digunakan adalah kata keterangan ?	+		Present	Speaker				v
24	masih ingat noun ?	+		Present	Speaker			v	
25	apa itu noun ?	+		Present	Speaker				v
26	Repeat after me	+	v	Present	Speaker				
27	yesterday	+		Present	Speaker		v		
28	yesterday afternoon	+		Present	Speaker		v		
29	this morning	+		Present	Speaker		v		
30	Just now	+		Present	Speaker		v		
31	last night	+		Present	Speaker		v		
32	Last week	+		Present	Speaker		v		
33	last month	+		Present	Speaker		v		
34	last year	+		Present	Speaker		v		
35	last Sunday	+		Present	Speaker		v		
36	last Friday	+		Present	Speaker		v		

37	last April	+		Present	Speaker		v		
38	last july	+		Present	Speaker		v		
39	a moment ago	+		Present	Speaker		v		
40	an our ago	+		Present	Speaker		v		
41	two days ago	+		Present	Speaker		v		
42	a few days ago	+		Present	Speaker		v		
43	three weeks ago	+		Present	Speaker		v		
44	a year ago	+		Present	Speaker		v		
45	a month ago	+		Present	Speaker		v		
46	a few minutes ago	+		Present	Speaker		v		
47	misalkan kalian baca dalam bahasa inggris, please raice your hand, silahkan tunjuk jari,	+	v	Present	Speaker				
48	bulan januari yang lalu	+		Past	Speaker		v		
49	please, raise your hand.	+	v	Present	Speaker				
50	Raise your hand please.	+	v	Present	Speaker				
51	ada yang lain ?	+		Present	Speaker			v	
52	yang pakai ago, ago itu. Ini bulan apa ?	+		Present	Speaker				v
53	kalau januari berapa bulan yang lalu ? three or five, eh three or four, sorry.	+		Present	Speaker				v
54	jika kalian mengatakan menggunakan ago, menggunakan last January tidak salah, betul.	+		Present	Speaker		v		
55	Jika kalian menggunakan ago, berarti four month ago, empat bulan yang lalu.	+		Present	Speaker		v		
56	Sekarang kalau februari, siapa bisa ?	+		Present	Speaker				v
57	raise your hand, please.	+	v	Present	Speaker				
58	February, raise your hand please.	+	v	Present	Speaker				
59	Baita, you will answer ?	+		Present	Speaker			v	
60	Sampai sini jelas ?	+		Present	Speaker			v	
61	any question, ada pertanyaan ?	+		Present	Speaker			v	
62	Kalian pengen subject siapa ?	+		Present	Speaker				v

63	Azka use was or were ?	+		Present	Speaker				v
64	Azka was ….adjective, adjective. Atau noun, beautiful.	+		Present	Speaker				v
65	Beautiful is adjective or noun ? beautiful itu adjective atau noun ?	+		Present	Speaker				v
66	kata apa to beautiful ?	+		Present	Speaker				v
67	Azka was beautiful,	+		Present	Speaker		v		
68	bagaimana kalau negative ?	+		Present	Speaker				v
69	Diingat-ingat ya. Kalau interogatif yang di depan apa ya ?	+		Present	Speaker				v
70	setelah was ?	+		Present	Speaker				v
71	Azka was beautiful ten years ago.	+		Present	Speaker				v
72	Is it clear, sudah jelas ? any question ?	+		Present	Speaker			v	
73	I am mam, kalian bisa raise your hand.	+		Modal	Speaker		v		
74	Is it clear, mudeng ?	+		Present	Speaker			v	
75	I will give you a score, saya akan memberimu nilai.	+		future	Speaker		v		
76	Who can answer number two, raise your hand, stand up please, raise your hand. Anis, anis.	+		Modal	Speaker				v
77	Shinta and rina use ?	+		Present	Speaker				v
78	who can answer number three ?	+		Present	Speaker				v
79	What is your name ?	+		Present	Speaker				v
80	Who can answer number four ? number four, raise your hand please.	+		Modal	Speaker				v
81	Who can answer number five ?	+		Modal	Speaker				v
82	supriatun, stand up, please.	+		Present	Speaker				v
83	Who can answer number six ?	+		Modal	Speaker				v
84	Who can answer number seven ?	+		Modal	Speaker				v

85	Who will answer number eight ?	+		future	Speaker				v
86	Number nine ?	+		Present	Speaker				v
87	Give applause for baita.	+	v	Present	Speaker				
88	The last question ?	+		Present	Speaker				v
89	who will answer number ten ?	+		future	Speaker				v
90	oke good.	+		Present	Speaker		v		
91	Haloooo	+		Present	Speaker		v		
92	Love, kita lihat love. Love diakhiri dengan huruf e. hurup ini adalah hurup vocal, huruf hidup,	+	v	Present	Speaker				
93	Lihat play and study. Play and study sama sama diakhiri huruf y.	+	v	Present	Speaker				
94	Kenapa beda bu ?	+		Present	Speaker				v
95	Jelas sejauh ini ?	+		Present	Speaker			v	
96	Repeat after me.	+	v	Present	Speaker				
97	Eat ate eaten	+		Present	Speaker		v		
98	Drink drank drunk	+		Present	Speaker		v		
99	Sing sang sung	+		Present	Speaker		v		
100	Buy bought bought	+		Present	Speaker		v		
101	See saw seen	+		Present	Speaker		v		
102	Bring brought brought	+		Present	Speaker		v		
103	Take took taken	+		Present	Speaker		v		
104	Speak spoke spoken	+		Present	Speaker		v		
105	Go went gone	+		Present	Speaker		v		
106	Jelas ?	+		Present	Speaker			v	
107	Subjectnya mau pakai siapa ?	+		Present	Speaker				v
108	pake baita saja ya.	+		Present	Speaker		v		
109	Verb two nya kalian kepengin apa ?	+		Present	Speaker				v
110	ate. Baita ate five days ago. Baita makan lima hari yang lalu.	+		past	Speaker		v		
111	Ini bentuk positif. bagaimana jika bentuk negative ?	+		Present	Speaker				v

112	Dari subjectnya dulu, siapa subject nya ?	+		Present	Speaker				v
113	did baita eat five days ago.	+		Past	Speaker			v	
114	is it clear, jelas ? any question ?	+		Present	Speaker			v	
115	Have you finished ?	+		Past	Speaker			v	
116	who will answer exercise number three?	+		future	Speaker				v
117	Any false, ada kesalahan ?	+		Present	Speaker			v	
118	raise your hand please. Azka. Look at your friend's answer. Lihat jawaban temanmu,	+	v	Present	Speaker				
119	any false, ada kesalahan ?	+		Present	Speaker			v	
120	subjectnya yang mana ini ?	+		Present	Speaker				v
121	they menggunakan was atau were ?	+		Present	Speaker				v
122	azka, kenapa ini diisi was ?	+		Present	Speaker				v
123	Kenapa were ?	+		Present	Speaker				v
124	Is it clear, faham ? any question ?	+		Present	Speaker			v	
125	sampai sini ada pertanyaan atau tidak ?	+		Present	Speaker			v	
126	kita sampulkan. Simple past tense dibagi menjdi berapa ?	+		Present	Speaker				v
127	yang pertama menggunakan to be, to be nya ?	+		Present	Speaker				v
128	yang ke dua menggunakan ?	+		Present	Speaker				v
129	verb nya dibagi menjadi ?	+		Present	Speaker				v
130	yaitu ?	+		Present	Speaker				v
131	what is the function of simple past tense ? fungsinya simple past tense untuk apa ?	+		Present	Speaker				v
	Total amount	**131**	**12**				**43**	**23**	**53**
	Percentage		**9.16**				**32.8**	**17.6**	40.46

Appendix 13 : Speech Function Analysis

Teacher A

No	Scaffolding Talk	Speech Function			
		Statement	Question	Offer	Command
1	Who is absent today ?		v		
2	Do you have the items ?		v		
3	Do you kamu punya soal-soalnya ?		v		
4	Sudah difoto copy ya.		v		
5	Fried rice, anyone knows, ada yang tahu, apa fried rice ?		v		
6	Teks procedure sudah kalian pelajari pada materi yang lalu.	v			
7	Sudah belum ?		v		
8	How many parts are there in procedure teks. Ada berapa bagian di teks procedure?		v		
9	Number one ?		v		
10	Louder, lebih keras lagi !				v
11	Title or judul. What does it mean, artinya apa ?		v		
12	Number two?		v		
13	Material or ingredients, What does it mean ?		v		
14	Number three ?		v		
15	What does it mean ?		v		
16	I'll give an example, saya akan memberikan contoh of procedure text, dari teks prosedur yang lain ya, yang berjudul, yang berjudul how to make a plate of fried noodle.	v			
17	Fried noodle, what does it mean ?		v		
18	louder !				v
19	Kenapa saya berikan contoh teks procedure membuat mie goring ?		v		
20	Berarti berapa jumlahnya ini ?		v		
21	Ok, let's start count one until five.				v
22	Louder !				v

23	please raise your hand !				v
24	check your friends !				v
25	higher, higher,				v
26	have you finished ?		v		
27	Louder !				v
28	example of procedure text, how to make a plate of fried noodle.	v			
29	Fried noodle means ?		v		
30	very good.	v			
31	Then what is boiled ? boil, apa ya artinya ?		v		
32	can you repeat ?		v		
33	What does it means, onion ?		v		
34	what does it mean cauliflower ?		v		
35	minyak ?		v		
36	is it right ?		v		
37	And then carrot ?		v		
38	Frying oil means ?		v		
39	Apakah bahan-bahan itu ditemukan lagi dalam membuat nasi goreng ? ada tidak ?		v		
40	tetapi, is there anymore other ingredients ? apa ada bahan yang lain yang tidak sama dengan bahan mie goreng ?		v		
41	What are they ?		v		
42	Have you ever cooked fried rice, pernahkah kamu memasak mie goreng ?		v		
43	selain chili apa lagi ?		v		
44	rice. And then ?		v		
45	salt. You have salt here you know, in fried noodle, di mie goreng tadi sudah disebutkan ya salt.	v			
46	Selain rice, chili, apa lagi ? about the vegetables, sayurannya apa ya …		v		
47	grim, what does it mean grim?		v		
48	what does it mean fry ?		v		
49	What does about fry, …spices, what does it mean ?		v		
50	Add the boiled noodle, what is it added ?		v		
51	What about vegetable, What does it mean ?		v		
52	Serve, what does it mean ?		v		
53	Get it ? sudah mengerti ?		v		

54	Oke, your task is, tugasmu adalah make a procedure text how to make a plate of fried rice.				v
55	How many onion do we need ?		v		
56	Is it clear ?, sudah jelas ?		v		
57	Get it ? faham ?		v		
58	another question ?		v		
59	What is bawang merah in English ?		v		
60	Ok, that is quite clever question.	v			
61	Can you differentiate between onion and garlic ?		v		
62	which one is bawang merah ?		v		
63	anyone knows ? ada yang tahu ?		v		
64	oke, who want to report the result, siapa yang mau melaporkan hasil diskusinya ?		v		
65	The other friend, please pay attention, tolong perhatikan.				v
66	Oke, please give reward for vani, ya !				v
67	Give applause !				v
68	please, attention please,				v
69	Oke, I have the word nasi, how do you pronounce it in English ?		v		
70	rise or /rais/ ?		v		
71	What about cabe ?		v		
72	What about bawang merah ?		v		
73	onion or /An.jen/		v		
74	and then menggoreng, what does it mean ?		v		
75	fry or /frai/ ?		v		
76	louder				v
77	spice or /spais/ ?		v		
78	Please one of you come forward. Read it aloud.				v
79	Mistake is oke, kesalahan itu tidak apa-apa.	v			
80	Oke, I want to ask you. Vegetable or /vedʒ.tə.bl/		v		
81	louder				v
82	plate or /pleɪt/		v		
83	louder				v
84	oke, give applause for siti.				v
85	Who's next, siapa lagi ?		v		
86	Ya tiara, please come forward. Pay attention!				v
87	oke, give applause for tiara.				v
88	Most of you have done well, sebagian besar dari kamu sudah bekerja dengan baik,	v			

89	oke, I will score your work, saya akan menilai pekerjaan kamu.	v			
90	is there any question ? apa ada pertanyaan ?		v		
	Total Amount	**9**	**61**	**0**	**20**
	Percentage	**10**	**67.78**	**0**	**22.22**

Appendix 14 : Speech Function Analysis

Teacher B

No	Scaffolding Talk	Speech Function			
		Statement	Question	Offer	Command
1	Who is absent today ? who is absent today ?, Nihil ?		v		
2	Passive voice, sebelum passive voice, kalian lihat dulu kalimat aktif.				v
3	Kalimat aktif itu dalam bahasa indonesia itu subyeknya mengenai pekerjaan.	v			
4	Saya Menyukai apel.	v			
5	Apel disukai oleh saya	v			
6	in English, what is the pattern of passive voice ? rumusnya apa ? rumus passive voice ?		v		
7	What are to be used in present tense ? apa to be yang digunakan dalam kalimat present tense ?		v		
8	To be nya apa ?		v		
9	untuk subyek he, she, it to be nya ?		v		
10	they, we, you ?		v		
11	Untuk yang they, we, you. I, they, we, you ?		v		
12	Kemudian masuk ke contoh, example. I like apple.	v			
13	Ini kalimat aktif atau kalimat pasif ?		v		
14	what the meaning is I like apple ? artinya apa I like apple ?		v		

15	kemudian passive nya ?		v		
16	setelah subject ada to be. To be nya apple apa ?		v		
17	verb tiga dari kata kerja like ?		v		
18	kenapa me, bukan I ?		v		
19	oke, next example. I write the letter. I , I ini ?		v		
20	kedudukannya jadi?		v		
21	write ?		v		
22	the letter ?		v		
23	the letters are ..., kenapa are ?		v		
24	The letters are ?		v		
25	oke, do you understand ?		v		
26	My father reads a newspaper.	v			
27	Siapa yang dapat merubahnya menjadi kalimat pasif ?		v		
28	raise your hand and come forward.				v
29	Yo, salah gak pa pa.	v			
30	Siapa yang dapat merubahnya menjadi kalimat pasif ?		v		
31	Bener cah?		v		
32	To be nya apa ?		v		
33	newspaper is read by my father.	v			
34	The students study English.	v			
35	Pasifnya, siapa yang bisa ? riki, fajar, firman,		v		
36	Benerkah		v		
37	By the students, kurang apa tadi ?		v		
38	Ahmad plays badminton.	v			
39	Bener cah ?		v		
40	Badminton is played by ahmad.	v			
41	Any question so far ? ada pertanyaan ?		v		
42	do you understand ?		v		

43	What are to be used in past tense ? To be apa yang digunakan dalam kalimat past tense ?		v		
44	he, she, it, I use?		v		
45	they, we, you ?		v		
46	do you have marker ? do you have marker ?		v		
47	my mother cooked rice. Ini kalimat menggunakan present apa cah, menggunakan simple apa ?		v		
48	Yang menandakan kalau kalimat ini past tense itu apa ?		v		
49	verb satunya apa ?		v		
50	Rice …to be nya was atau were ?		v		
51	Verb tiga dari cook ?		v		
52	Dina listened pop songs. Dina telah mendengarkan lagu-lagu pop.	v			
53	Pop songs, to be nya ?		v		
54	was, right ?		v		
55	were, kenapa were tidak was ?		v		
56	dina ini kata gantinya apa ?		v		
57	she, kalau jadi obyek ?		v		
58	Sekarang tak kasih contoh.	v			
59	Edison invent apa ? apa ? edison itu penemu apa ?		v		
60	invented ?		v		
61	electric light ?		v		
62	siapa yang bisa mengubahnya menjadi kalimat passive ?		v		
63	Electric light was invented by Edison. Bener dak cah ?		v		
64	oke. my aunt saw a ghost.	v			
65	Riki. To be nya apa ? jamak apa tunggal ?		v		

66	oke perfect, katanya si reza perfect.	v			
67	Oke, any question ?		v		
68	the student sang English song.	v			
69	Oke, siapa yang dapat merubahnya menjadi kalimat aktif ?		v		
70	subjectnya yang mana ini ?		v		
71	subject ?		v		
72	sang ?		v		
73	verb satunya apa ?		v		
74	English song ?		v		
75	untuk merubahnya menjadi kalimat passive gimana ?		v		
76	kenapa was, tidak is ?		v		
77	English song was, verb tiga dari sang ?		v		
78	Oke, any question ?		v		
79	Oke, maju number one.				v
80	My sister wrote the letter.	v			
81	Number two ?		v		
82	oke, dita, firman, firman. Number three ?		v		
83	oke huda, number four?		v		
84	oke alif, dibaca lif nomer satu lif, yang maju lif.				v
85	bener gak ?		v		
86	Oke number two, mita.				v
87	bener ?		v		
88	number three ? tengku firmansyah.				v
89	Number four, bella.				v
90	Sudah, any question ?		v		
91	Lagi ya ?			v	
92	Number five ? Sri mulyani.				v
93	Number six ?				v
94	number seven ?				v

95	Teach, what does it mean ? teach artinya ?		v		
96	English ?		v		
97	Ini simple apa, present atau past ?		v		
98	Passive form nya ?		v		
99	verb tiga dari teach ?		v		
100	Oke, siapa yang belum faham ? yang belum faham ?		v		
101	Rima, faham rima ?		v		
	Total Amount	**16**	**74**	**1**	**10**
	Percentage	**15.84**	**73.27**	**0.99**	**9.90**

Appendix 15 : Speech Function Analysis

Teacher C

No	Scaffolding Talk	Speech Function			
		Statement	Question	Offer	Command
1	Do you have the worksheet ?		v		
2	Kalian sudah membawa worksheetnya ?		v		
3	have you read it ? sudah dibaca ? have you ?		v		
4	now, please look at the worksheet. Lihat worksheetnya. Simple past tense.				v
5	Have you ever tell a story ? pernahkah kalian menceritakan kejadian-kejadian hidup kalian ?		v		
6	pernah bercerita karo kancane tentang kejadian hidup kalian pada masa lalu ?		v		
7	tentang apa ?		v		
8	Jadi kalau bu rani membuat kalimat, bu rani marah dua menit yang lalu meskipun dua menit itu masuk dalam bentuk past tense.	v			

9	Mrs. Rani was angry two minutes ago. Bu rani marah dua menit yang lalu.	v			
10	Azka berkedip lima detik yang lalu,	v			
11	kalian bisa baca to be nya ada apa saja di situ ?		v		
12	was and were. Were opo where ?		v		
13	When we use was or were ? kapan kita menggunakan was atau were ?		v		
14	he was, she was, it was, you were, we were, they were	v			
15	Kalau Mrs rani was atau were ?		v		
16	Kalau Mrs Rani and galuh was or were ?		v		
17	Subject, do you steel remember what is adjective ? masih ingat apa itu adjective ?		v		
18	apa itu adjective ?		v		
19	Kalau adverb ?		v		
20	kata kerja ?		v		
21	kata keterangan apa ?		v		
22	apa lagi ?		v		
23	tapi kalau pada simple past tense yang digunakan adalah kata keterangan ?		v		
24	masih ingat noun ?		v		
25	apa itu noun ?		v		
26	Repeat after me				v
27	yesterday	v			
28	yesterday afternoon	v			
29	this morning	v			
30	Just now	v			
31	last night	v			
32	Last week	v			
33	last month	v			
34	last year	v			
35	last Sunday	v			
36	last Friday	v			
37	last April	v			
38	last july	v			
39	a moment ago	v			
40	an our ago	v			

41	two days ago	v			
42	a few days ago	v			
43	three weeks ago	v			
44	a year ago	v			
45	a month ago	v			
46	a few minutes ago	v			
47	misalkan kalian baca dalam bahasa inggris, please raice your hand, silahkan tunjuk jari,				v
48	bulan januari yang lalu	v			
49	please, raise your hand.				v
50	Raise your hand please.				v
51	ada yang lain ?		v		
52	yang pakai ago, ago itu. Ini bulan apa ?		v		
53	kalau januari berapa bulan yang lalu ? three or five, eh three or four, sorry.		v		
54	jika kalian mengatakan menggunakan ago, menggunakan last January tidak salah, betul.	v			
55	Jika kalian menggunakan ago, berarti four month ago, empat bulan yang lalu.		v		
56	Sekarang kalau februari, siapa bisa ?		v		
57	raise your hand, please.				v
58	February, raise your hand please.				v
59	Baita, you will answer ?		v		
60	Sampai sini jelas ?		v		
61	any question, ada pertanyaan ?		v		
62	Kalian pengen subject siapa ?		v		
63	Azka use was or were ?		v		
64	Azka was ….adjective, adjective. Atau noun, beautiful.	v			
65	Beautiful is adjective or noun ? beautiful itu adjective atau noun ?		v		
66	kata apa to beautiful ?		v		
67	Azka was beautiful,	v			
68	bagaimana kalau negative ?		v		
69	Diingat-ingat ya. Kalau interogatif yang di depan apa ya ?		v		
70	setelah was ?		v		

71	Azka was beautiful ten years ago.	v			
72	Is it clear, sudah jelas ? any question ?		v		
73	I am mam, kalian bisa raise your hand.				v
74	Is it clear, mudeng ?		v		
75	I will give you a score, saya akan memberimu nilai.	v			
76	Who can answer number two, raise your hand, stand up please, raise your hand. Anis, anis.				v
77	Shinta and rina use ?		v		
78	who can answer number three ?		v		
79	What is your name ?		v		
80	Who can answer number four ? number four, raise your hand please.		v		
81	Who can answer number five ?		v		
82	supriatun, stand up, please.				v
83	Who can answer number six ?		v		
84	Who can answer number seven ?		v		
85	Who will answer number eight ?		v		
86	Number nine ?		v		
87	Give applause for baita.				v
88	The last question ?	v			
89	who will answer number ten ?		v		
90	oke good.	v			
91	Haloooo	v			
92	Love, kita lihat love. Love diakhiri dengan huruf e. hurup ini adalah hurup vocal, huruf hidup,	v			
93	Lihat play and study. Play and study sama sama diakhiri huruf y.	v			
94	Kenapa beda bu ?		v		
95	Jelas sejauh ini ?		v		
96	Repeat after me !				v
97	Eat ate eaten	v			
98	Drink drank drunk	v			
99	Sing sang sung	v			
100	Buy bought bought	v			
101	See saw seen	v			

102	Bring brought brought	v			
103	Take took taken	v			
104	Speak spoke spoken	v			
105	Go went gone	v			
106	Jelas ?		v		
107	Subjectnya mau pakai siapa ?		v		
108	pake baita saja ya.		v		
109	Verb two nya kalian kepengin apa ?		v		
110	ate. Baita ate five days ago. Baita makan lima hari yang lalu.	v			
111	Ini bentuk positif. bagaimana jika bentuk negative ?		v		
112	Dari subjectnya dulu, siapa subject nya ?		v		
113	did baita eat five days ago.	v			
114	is it clear, jelas ? any question ?		v		
115	Have you finished ?		v		
116	who will answer exercise number three?		v		
117	Any false, ada kesalahan ?		v		
118	raise your hand please. Azka. Look at your friend's answer. Lihat jawaban temanmu,				v
119	any false, ada kesalahan ?		v		
120	subjectnya yang mana ini ?		v		
121	they menggunakan was atau were ?		v		
122	azka, kenapa ini diisi was ?		v		
123	Kenapa were ?		v		
124	Is it clear, faham ? any question ?		v		
125	sampai sini ada pertanyaan atau tidak ?		v		
126	kita sampulkan. Simple past tense dibagi menjdi berapa ?		v		
127	yang pertama menggunakan to be, to be nya ?		v		
128	yang ke dua menggunakan ?		v		
129	verb nya dibagi menjadi ?		v		
130	yaitu ?		v		
131	what is the function of simple past tense ? fungsinya simple past tense untuk apa ?		v		
	Total Amount	**46**	**72**	**0**	**13**
	Percentage	**35.11**	**54.96**	**0**	**9.92**

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telah melaksanakan penelitian tentang "Teachers Scaffolding Talk At Madrasah Tsanawiyah (A Descriptive Study Of Teacher Talk At MTsN Wirosari Grobogan in The Academic Year Of 2014/2015)" pada tanggal 18 Mei sampai dengan 2 Juni 2015 di MTs Negeri Wirosari Kabupaten Grobogan.

Demikian, surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala
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