

**MOOD ANALYSIS ON SPOKEN TEXTS OF TEACHER'S
SCAFFOLDING TALKS IN ENGLISH SUBJECT
(A Study at Eleventh Grade of Immersion Students Proficiency at MA.**

**Hasyim Asy'ari Bangsri Jepara
In the Academic Year of 2017/2018)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education



By:

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(A Study at Eleventh Grade of Immersion Students Proficiency at MA. Hasyim Asy'ari Bangsri
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The whole of this thesis is definitely my own work, except certain part that sources are
referenced.

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ABSTRACT

Title : **MOOD ANALYSIS ON SPOKEN TEXTS OF TEACHER'S SCAFFOLDING TALKS** (A Study at Eleventh Grade of Immersion Students Proficiency at MA. Hasyim Asy'ari Bangsri Jepara in The Academic Year of 2017/2018)

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The research paper analyzed the mood system realized in the teacher's scaffolding talks. This study aimed to explain and analyze the mood analysis on spoken texts realized on teacher's scaffolding talk in English subject and to explain the dominant Mood system realized on teacher's scaffolding talks in English Subject at eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018. Beside, this research also explains the significances and the implementation of scaffolding talks in English language teaching.

The type of this research is descriptive qualitative research. The object of the research is the teacher's scaffolding talks. The subject of the research is of the teacher of English subject. Data source used in this research is the data transcriptions from the recording of teacher explanation in one meeting of English subject. First, the researcher made an interpretation of the data collected and the data focus on teacher's scaffolding talks. Second, the data analyzed by using mood element analysis suggested by M.A.K Halliday. Third, the analysis based on the mood type either indicative or imperative mood. After that, the researcher found the dominant mood system appeared on the teacher's scaffolding talks. The last is explaining the significances and implementation of scaffolding talks in English language teaching.

The result of data analysis shows that there are 168 clauses of scaffolding talks analyzed. The dominant mood system of scaffolding talks in the research subject was declarative mood as it got 48%. As the declarative mood was closely related with statement in the speech functions, it means that the teacher tried her best to give information to guide her students. Besides, the scaffolding talks are expressions to guide students to understand the lessons.

Keywords: *mood analysis, scaffolding talks, spoken text,*

MOTTO

“Mindset is do’a”
“Impossible is Nothing”
“Struggle is Art”

DEDICATION

I dedicate this thesis to my beloved parents, Muhammad Jaiz and
Sudarti

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

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Finally, the writer realizes that this 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. Aamiin

Semarang, 20 July 2018
The Writer

Choyri Liyanhanikal Faidah
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LIST OF ABBREVIATIONS

S	: Subject
F	: Finite
P	: Predicator
C	: Complement
Wh. Compl	: WH- Complement
Adj	: Adjunct
Adj: circ	: Circumstantial Adjunct
Adj: conj	: Conjunctive Adjunct
Adj: cont	: Continuity Adjunct
Adj: Mood	: Mood Adjunct
Adj: Polarity	: Polarity Adjunct

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, the reasons for choosing the topic, objective of the study, research questions, significances of the research, and limitation of the study.

A. Background of Study

In communication process, human being will deliver his/her messages by speaking or writing. Speaking is a communication form to deliver messages directly. There are speaker and hearer speaking to each other. While, writing is a communication form that requires media to convey the messages, for example; television, magazine, newspaper, etc., to convey the messages. There are writers and readers in the form of communication.¹

In addition, communication is understood as the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, processes.²

¹ Rowiatun Amri Marhamah, "Interpersonal Meaning Analysis of Muse Song Lyric", *Thesis* (Yogyakarta: Universitas Negri Yogyakarta, 2014), p.1

² Jack C. Richards, *Language and Communication*, (New York: United States of America by Longman, 1993), p.4

Communication is an interactive process through language; language delivers messages from an interlocutor to others. Since communication is available to exist among people, it is inevitably influenced by interlocutors. So, it is important to pay attention to how language makes meanings in spoken or written discourse in terms of grammar and meanings. There are many ways of determining functions of languages. One approach is to consider grammar as ‘a set of rules which specify all the possible grammatical structures of the language’. Focusing on the functions of grammatical structures, and their meanings in the social context are becoming another approach. The previous approach of grammatical analysis is called functional; it is Systematic Functional Linguistics.³

Systemic Functional Linguistics (SFL) is a study of language that views language as two characteristics, systemic and functional. It is systemic because SFL uses theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options. It emphasizes meaning as the fundamental element in

³ Keiko Muto-Humphrey, “Discourse Analysis through Interpersonal Meaning”, https://scholar.google.co.id/scholar?hl=en&as_sdt=0%2C5&q=Discourse+Analysis+through+Interpersonal+Meaning+by+Keiko+Muto-Humphrey&btnG. Pdf, accessed on 19 Desember 2017

analyzing language. Language is also functional because it is designed to account for how language is used.⁴

In the scope of SFL, there are fundamental components of meaning called metafunction. According to Halliday, the functional components are ideational meaning, interpersonal meaning and textual meaning.

The ideational meaning is the meaning function to represent patterns of experiences. It enables human being to build a mental picture of reality, to make sense of their experience of what goes around them and inside them.⁵ In regard with the experiential metafunction, the clause complex is the resource for construing the speaker's experience.⁶

The textual meaning is served by picking a theme and a rheme.⁷ On the other hand, the textual meaning are concerned with the organization of the text in which the experiential, logical and interpersonal are bound together into a coherent and the textual meaning is meanings about the

⁴ Lusi Ayu Setyowati, "Interpersonal Meaning in Short Story of Hans Christian Andersen The Real Princess", *Thesis* (Surakarta :Muhammaddiyah University, 2015) p.6

⁵ Lusi Ayu Setyowati, "Interpersonal Meaning in Short Story of Hans Christian Andersen The Real Princess", *Thesis* (Surakarta :Muhammaddiyah University, 2015) p.7

⁶ Daviq Rizal, *Discourse Analysis*, (Semarang : CV. Karya Abadi Jaya, 2015) p.68

⁷ Daviq Rizal, *Discourse Analysis*, (Semarang : CV. Karya Abadi Jaya, 2015) p.33

message for example foregrounding/salience; types of cohesion.⁸

The interpersonal meaning is concerned with the interaction between speaker or writer and listener or reader. Its function is to enabling of exchanging roles in rhetorical interaction: statements, questions, offers and commands.⁹ According to Halliday, interpersonal metafunction is the people establish, negotiate and assume their position in social relationships, and it is concerned with clause as exchange.¹⁰

Furthermore, the grammatical system of ‘mood’ is considered to be centrally related to the expression of interpersonal meanings while ‘process type’ is related to the expression of experiential meanings or ideational meanings, and ‘theme’ is related to the expression of textual meanings.¹¹

The interpersonal metafunction comprehends a text’s tenor or interactivity which is again comprised with three

⁸ Lusi Ayu Setyowati, “Interpersonal Meaning in Short Story of Hans Christian Andersen The Real Princess”, *Thesis* (Surakarta :Muhammaddiyah University, 2015) p.7

⁹ Lusi Ayu Setyowati, “Interpersonal Meaning in Short Story of Hans Christian Andersen The Real Princess”, *Thesis* (Surakarta :Muhammaddiyah University, 2015) p.7

¹⁰ Yeny Rahma, “An Analysis of Interpersonal Meaning on Teacher’s Scaffolding Talks”, *Encounter* (Volume 3, No.2 : 2012) p.21

¹¹ Daviq Rizal, *Discourse Analysis*, (Semarang : CV. Karya Abadi Jaya, 2015) p.10

components: the speaker/writer persona (whether the writer or speaker has a neutral attitude, which can be seen through the use of positive or negative language) social distance (how close the speakers are) and relative social status (whether they are equal in terms of power and knowledge on a subject).¹²

Nowadays there are many institutions that provide the students with a bilingual class and language learners can be called bilingual learners. Bilingual learners are those learners who learn two (or more) languages to some level proficiency, they may be learning languages like Vietnamese, Spanish or Chinese in Germany or the United States or they may be learning English as a foreign language (EFL) in countries like Turkey, Malaysia or Indonesia.¹³

Teaching English as a second language for young learners or beginner is a challenging task for every teacher. No matter what the teacher's background, or experience level, the teacher will encounter constant new challenges when teaching English as a second language. Like teaching other subjects, the teacher will find that every student learns differently. At the same time, depending on the primary

¹² Lusi Ayu Setyowati, "Interpersonal Meaning in Short Story of Hans Christian Andersen The Real Princess", *Thesis* (Surakarta :Muhammadiyah University, 2015) p.7

¹³ Penny Mckay, *Assessing Young Language Learners*, (New York : Cambridge University Press, 2008), p.1-2

language of each student, the teacher will face new challenges unique to that language. Foreign language teachers are encouraged to provide direct instruction in learning strategies, such as selective attention, activating prior knowledge, summarizing, questioning, and making inferences.¹⁴ However, with some work and knowledge, the teacher will be able to gain the skills needed to teach English as a second language to beginners.

In English Language Teaching (ELT) classes are frequently criticized for too much teacher talking time and insufficient student talking time. On the recent research shows that in ELT classroom teachers spend 70 percent to 80 percent class time talking. Unfortunately, most English teachers in Indonesia have not realized the importance of Teacher Talk (TT).¹⁵ But actually the case is the purpose of ELT class is to develop the second language acquisition of the students, so both of the teacher and students might have a balance portion to talk. Some scholars have suggested that “participation in conversation” is responsible for language acquisition.¹⁶

¹⁴ Anna Uhl, *The Learning Strategies Handbook*. (Addison Wesley Longman, Inc, 1999), p.5

¹⁵ Yuliati, “Interpersonal Meaning Negotiation in the Teacher-Student Verbal Interaction”, *The International Journal of Social Sciences*, (Vol.11, No.1, tahun 2012), p.53

¹⁶ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (UK : Prentice Hall International, 1987), p. 61

Learning and teaching a language is not simply a matter of learning and teaching vocabulary and grammar, but we have to understand the context of culture and other people's meanings because we share the same cultural knowledge. When we have a communication orally or in writing, we make selections to choose appropriate meanings for the field, tenor and mode of a context of situation.

More importantly, it is argued that class based second language learning is often enhanced when teachers have a detailed understanding of the relationship between teachers talk, interaction and learning opportunity. An ability to understand interactional processes at work is crucial to facilitating learning opportunity and preventing learners from becoming 'lost' in the discourse.¹⁷

Today individuals working a variety of disciplines are coming to recognize the ways in which changes in language use are linked to wider social and cultural processes, and hence are coming to appreciate the importance of using language analysis as method for studying social change. But there does not yet exist a method of language analysis which is both theoretically adequate and practically usable.¹⁸ Therefore, this

¹⁷ Steve Walsh, *Investigating Classroom Discourse*, (New York : Routledge, 2006), p. 16

¹⁸ Norman Fairclough, *Discourse and Social Change*, (Cambridge : Polity Press, 1992), p.1

study investigate the purpose of language through discourse analysis especially in interpersonal meaning metafunction.

The analysis of interpersonal meaning deals with two components that are mood element and residue element of the clause. The mood element includes subject, finite and/or mood adjunct while the residue consists of predicator, complement and some adjuncts such as mood, polarity, comment, vocative or circumstantial adjunct.¹⁹

In this case, the researcher took the object of the study at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/20118 because of some reasons. **First**, immersion class is special classes that provide the students with the English classroom in their learning activity. **Second**, MA. Hasyim Asy'ari is becoming one of the schools in Central Java and the only one in Jepara that have been applied the immersion class in the school.

Based on the problems above, the researcher analyzed the 'mood' of teacher's scaffolding talk in teaching English subject through interpersonal meaning analysis.

¹⁹ Yeny Rahma, "An Analysis of Interpersonal Meaning on Teacher's Scaffolding Talks", *Encounter* (Volume 3, No.2 : 2012) p.19

B. Reason for Choosing the Topic

The researcher chose this topic due to the following reasons. *First*, every student learns differently. There are students who are very fast in responding the purpose of the teacher's mean and there are students who are slowly in responding the teacher's explanation. So this is the task for teacher to understand the different character of the students in catching the knowledge. *Second*, in English Language Teaching (ELT) classes are frequently criticized for too much teacher talking time and insufficient student talking time. So, it would be better if the students can catch effectively from the teachers means because of most of knowledge or material are conveying by the teacher in classroom activity. By analyzing the mood system of teacher's scaffolding talk, it will become the problems solvers for the students in understanding the main idea or the instructor of the teacher. *Third*, scaffolding talk is the expressions of the teacher to guide the students understand about the lesson, so it is important to be analyzed to know the significances and the implication of using scaffolding talk in English language teaching.

So, from the reasons above the researcher analyzed the 'Mood System' on spoken text of teacher's scaffolding talk in English subject (A Study at Eleventh Grade of

Immersion Students Proficiency at MA. Hasyim Asy'ari
Bangsri Jeparu in the Academic Year of 2017/2018)

C. Research Question

In this study, the study formulates the problem as follows:

1. How is the mood analysis on spoken texts realized on teacher's scaffolding talk in English subject at eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jeparu in the academic year of 2017/2018?
2. What is the dominant Mood system realized on teacher's scaffolding talks in English Subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jeparu in the academic year of 2017/2018?
3. What are the significances and the implementation of scaffolding talks in English language teaching?

D. Objective of the Research

In line with question of the study, the purposes of this present study are as follows:

1. To explain and analyze the mood analysis on spoken texts realized on teacher's scaffolding talk in English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jeparu in the academic year of 2017/2018

2. To explain the dominant Mood system realized on teacher's talks in English Subject at eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018
3. To explain the significances and the implementation of scaffolding talks in English language teaching.

E. Limitation of the Research

This study has several limitations. First, it has limitation of time and object of the study. Subject of the study is one of the English teachers in the MA. Hayim Asyri'ari Bangsri Jepara. Besides, because of the limited time, the data collected is one meeting of the English class taught by one of the teachers in the MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018.

F. Significances of the Research

The result of this study gives some positive contribution to the English learning context and may be beneficial for researcher, students, and the other researcher.

1. For the researcher

By doing this study, the researcher gets new experiences and knowledge about the study and hopefully it will be useful in the future.

2. For the teacher

In this research, it can be useful for the teacher because there are so many example of scaffolding talk and the teacher will know the significances of using scaffolding talks that usually they are not realized it.

3. For the students

This study may give a new knowledge about how to catch the purpose of the teacher means or teacher's talk in the learning activities

4. For the other researcher

By doing this research, hopefully it can be motive the other researcher to study about language and do the new research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the literature review used to conduct the research of interpersonal meaning analysis. This chapter is divided into two parts. The first part is the previous research findings. It helps the researcher to conduct the research by looking at the approach and methodologies of other researches. The second is the theoretical framework. It consists of the literature review about the scope of Systemic Functional Linguistics, Interpersonal Meaning, Mood System, and Teacher's Scaffolding Talks in English Subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018

A. Previous Research

Considering the topic discussed in this thesis, there are some studies have been done related to this topic. They are:

1. The journal of Ayoola, Department of English University of Ilorin, Ilorin, Nigeria, 2013 entitled An Interpersonal Meaning Analysis of Some Selected Advertisements in Some Nigerian Newspaper. It presents an interpersonal meaning analysis of selected adverts of two political parties during the last general election. The purpose of Ayoola's journal is to find out how the politicians use language to express their view points to reflect the political context through advertisement. The finding of this journal is that the 8 9

interpersonal meaning of a structure does not always correspond with its lexicogrammar analysis as the political advertisers use various mood types to interact, negotiate, establish and maintain good relations with and as well change the behaviour of the readers.¹

The similarity between this research and Ayoola's research is in the method of analysis which both used interpersonal metafunction to analyze the data. The difference between both researches is in the object of the study. The object of this study was on the teacher's talk in the English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018 while the object of Ayoola's research was political advertisements in some Nigerian newspapers.

2. The journal of Hao Feng, Beijing University of Technology, Beijing, China entitled Analysis of Interpersonal Meaning in Public Speeches—A Case Study of Obama's Speech. The purpose of Hao Feng's journal is to find out an analysis of interpersonal meaning approach in public speeches.²

¹ Ayoola, "An Interpersonal Metafunction Analysis of Some Selected Political Advertisements in Some Nigerian Newspapers", *International Journal of Humanities and Social Science*, (Vol. 3 No. 8 [Special Issue – April 2013])

² Hao Feng, "Analysis of Interpersonal Meaning in Public Speeches—A Case Study of Obama's Speech". *Journal of Language Teaching and Research*, (Vol. 1, No. 6, pp. 825-829, November 2010)

The similarity between this research and Hao Feng's research is in the method of analysis which both used interpersonal metafunction to analyze the data. The difference between both researches are in the object of the study. The object of this study was on the teacher's scaffolding talk in the English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018 while the object of Hao Feng's research was in public speeches which focused on Obama's Speech.

3. The journal of Emine Gul CelebiIlhan, *Eurasia Journal of Mathematics, Science & Technology Education*, (Vol 3 No 8, 2016) entitled *Discourse Analysis of Interpersonal Meaning to Understand the Discrepancy between Teacher Knowing and Practice*. The purpose of Emine's journal is to find out how do interpersonal meanings tell about the discrepancy between the teacher's learning (knowing) and her own discursive practices in the classroom.³

The similarity between this research and Emine's research is in the method of analysis which both used interpersonal metafunction to analyze the data. The differences between both researches are in the object of the study. The object of

³ Emine Gül Çelebi İlhan, "Discourse Analysis of Interpersonal Meaning to Understand the Discrepancy between Teacher Knowing and Practice", *Eurasia Journal of Mathematics, Science & Technology Education*, (Vol.3 No 8, tahun 2016)

this study was on the teacher's scaffolding talk in the English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018 while the objects of Emine's research were about the discrepancy between the teacher's learning and knowing, and her own discursive practices in the classroom.

4. The Thesis of Darmanto, English Education Departemen of UIN Walisongo Semarang, 2015 entitled Teachers' Scaffolding Talk in English Class at Madrasah Tsanawiyah The purpose of Darmanto's thesis are to describe the types of scaffolding talks carry out during the teaching and learning process, to describe linguistic features characterizing the scaffolding talk during the teaching and learning process, and to explain the speech functions realized in the scaffolding talks during the teaching and learning process.⁴

The similarity between this research and Darmanto's research is in the data collection which both used the transcription of teacher's scaffolding talk. The difference between both researches is in the object of the study. The object of this study was on the teacher's talk in the English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/

⁴ Darmanto, "Teacher's Scaffolding Talk in English Class at Madrasah Tsanawiyah", *Thesis* (Semarang: UIN Walisongo Semarang, 2015)

2018 while the object of Darmanto's research was teacher's scaffolding talk in English class at MTsNWirosari Grobogan in the Academic Year of 2014/2015.

B. Theoretical Review

1. Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a study of language which focuses on language as a resource of meaning. M.A.K Halliday has been introduced by using discourse analysis. It views language primarily as a resource for exploring and understanding the meaning in discourse. It is different from any other theory of language since it has both systematic and functional in its characteristic. Systemic theory is a theory of meaning as choice. It is also a functional one because the conceptual framework on which it is based is a functional rather than a formal one. It is based on the conceptualization of language as a resource of meaning rather than on the conceptualization of language as a system of rules. It explains how language is used rather than how language is formed. It is clear when Halliday also states that every text everything-that is said or written unfolds in some context of use. Furthermore, he states that this study is

functional in 3 distinct sense of text, of the system, and of the elements of linguistics structure ⁵

Halliday analyzes language into three broad metafunctions those are experiential, interpersonal and textual metafunctions. ⁶ He states that they are ‘different kinds of meaning potential that relate to the most general functions that language has evolved to serve’. Those are experiential, the interpersonal, and the textual respectively.⁷

In addition to the SFL theory’s conceptualization of it as a social semiotic resource and language is also an important means of communication. The whole teaching and learning taking place in the classroom can be seen as a communicational act where the teacher’s discourse or his/her use of language is a significant resource that sets the social and roles and relationships between the participants of the mathematical classroom discourse.⁸

⁵ Rowiatun Amri Marhamah, “Interpersonal Analysis of Muse Song Lyrics in Black Holes and Revelations’ Album”, *Thesis* (Yogyakarta : Universitas Negeri Yogyakarta, 2014), p.8-9

⁶ Yeny Rahma, “An Analysis of Interpersonal Meaning on Teacher’s Scaffolding Talks”, *Encounter* (Volume 3, No.2 : 2012) p. 21

⁷ Rowiatun Amri Marhamah, “Interpersonal Analysis of Muse Song Lyrics in Black Holes and Revelations’ Album”, *Thesis* (Yogyakarta : Universitas Negeri Yogyakarta, 2014), p.9

⁸ Emine Gül Çelebi İlhan, “Discourse Analysis of Interpersonal Meaning to Understand the Discrepancy between Teacher Knowing

2. Interpersonal Meaning

Interpersonal meaning views language from its function in the process of social interactions. According to Gerot and Wignell, the interpersonal meanings are meanings which express a speaker's attitudes and judgments. These are meanings for acting upon and with others. Beside, according to Butt, interpersonal meaning is one of the most basic interactive distinction is between using language to exchange information and using it to exchange goods and services. These meanings are most centrally influenced by tenor (who/what kind of person produced this text? For whom?) of discourse.⁹

Interpersonal meanings focus on the interactivity of the language, and concern the ways in which we act upon one another through language. In either spoken texts or written texts, an interlocutor expects to tell listeners/ readers via text. This means that each text has a relationship between providers of information and recipients of information.¹⁰

and Practice”, *Eurasia Journal of Mathematics, Science & Technology Education*, (Vol.3 No 8, tahun 2016), p. 2239

⁹ Rowiatun Amri Marhamah, “Interpersonal Analysis of Muse Song Lyrics in Black Holes and Revelations’ Album”, *Thesis* (Yogyakarta : Universitas Negeri Yogyakarta, 2014), p.10

¹⁰ Keiko Muto-Humphrey, “Discourse Analysis through Interpersonal Meaning” https://scholar.google.co.id/scholar?hl=en&as_sdt=0%2C5&q=Discourse+Analysis+through+Interpersonal+

The analysis of interpersonal meaning deals with two components, are mood element and residue element of the clause. The mood element includes subject, finite, and/or mood adjunct; while the residue consists of predicator, complement, and some adjuncts such as mood, polarity, comment, vocative or circumstantial adjunct. Mood consists of the Subject and the Finite operator. The Subject is a nominal group while the Finite operator is part of a verbal group.¹¹ The explanation of Subject and Finite operator can be seen in the example below.

They	Can
Subject	Finite
Mood	

Thus, in ‘They can’, ‘they’ is Subject; meanwhile, ‘can’ is Finite.

The subject is a nominal group in which a personal pronoun and nouns are included. Meanwhile, the Finite element is a verbal operator expressing tense and modality.

The other component is called as the Residue. Residue may consist of a predicator, a complement, and an adjunct. The residue is another element, which is

Meaning+by+Keiko+Mut-Humphrey&btnG. Pdf, accessed on 19 Desember 2017

¹¹ Rowiatun Amri Marhamah, “Interpersonal Analysis of Muse Song Lyrics in Black Holes and Revelations’ Album”, *Thesis* (Yogyakarta : Universitas Negeri Yogyakarta, 2014), p.11

realized in interpersonal meaning as a part of the lines which is not included as mood. The second element of Residue, which has been discovered, is complement. According to Thompson, a complement is an element in the residue which typically realized by nominal group, could have been chosen as a subject, but was not. The complement shows in the stories are used to answer the question “is/had what”, “to whom”, and did to what”¹². The next residue element is adjuncts. Adjuncts have some sub types as well namely circumstantial, mood, polarity, comment, vocative, conjunctive and continuity.

Example:

John	Can	Speak	English
Subject	Finite	Predicator	Complement
Mood		Residue	

3. Mood Analysis in Spoken Text

a. Mood System

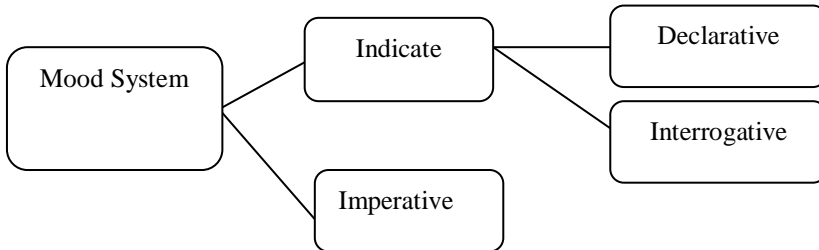
Mood system is a clause structure which realizes an interpersonal meaning which describes the types of clauses which is being carried in a verbal interaction whether it is indicative (declarative, interrogative) or imperative. The mood structure, then, is used to see the semantic meaning of a clause

¹² Daviq Rizal, *Discourse Analysis*, (Semarang : CV. Karya Abadi Jaya, 2015) p.24-25

whether it is proposition (giving or demanding information) and proposal (giving and demanding goods and services).¹³

Mood system can be seen in this figure below:

Table 1: The Mood Types



b. Types of Mood

There are three types of mood, namely declarative mood, interrogative mood and imperative mood.

Table 2: Mood Structure

Mood	+/- Subject	Order
Declarative	+ Subject	Subject + Finite
Interrogative	+ Subject	Finite + Subject
Imperative	- Subject	Finite

¹³ Rowiatun Amri Marhamah, “Interpersonal Analysis of Muse Song Lyrics in Black Holes and Revelations’ Album”, *Thesis* (Yogyakarta : Universitas Negeri Yogyakarta, 2014), p.13

1) Declarative Mood

Declarative mood is expressed by statement. The clause which is included into declarative mood is when the position of the subject is before the finite.¹⁴

The following sentences are the example of the usage of declarative mood:

Teacher's scaffolding talk	Is	used	In language teaching
S	F	P	Adj: circ
Mood : Declarative		Residue	

2) Interrogative Mood

Interrogative mood is expressed by question. The clause which is included into interrogative mood is when the position of the subject is after the finite.

The following sentences are the example of the usage of declarative mood:

¹⁴ Lusi Ayu Setyowati, "Interpersonal Meaning in Short Story of Hans Christian Andersen The Real Princess", *Thesis* (Surakarta :Muhammaddiyah University, 2015) p.10

Do	The scaffolding talks	Give	A good contribution	In learning process?
F	S	P	C	Adj: circ
Mood : Interrogative		Residue		

3) Imperative Mood

Imperative mood is expressed by command. The clause which is included into imperative mood is when there is no subject anymore and the sentence is starting with finite or predicator directly.

The following sentences are the example of the usage of declarative mood:

Mention		The significances	Of using	Scaffolding talk	In learning process
F	P	C	P	C	Adj: circ
Mood: imp	Residue				

When people interact with one another, they use language clearly to convey the unlimited purposes: they may want to order, apologize, confirm, invite, reject, describe and so on. The system of mood governs the basic structural features of the sentence - whether the sentence chooses among declarative, interrogative or imperative forms. The mood system

is thus the part of grammar which is most inherently linked with the roles which speakers adopt in the use of language.

Speaking in general, statements are most naturally expressed by declarative clauses, questions by interrogative clauses and commands by imperative. There are also exist exceptions in certain context. For example, some interrogative sentences can also be used to give command with different intonation.¹⁵

4. Teacher's Scaffolding Talk

Wood, Bruner and Ross (1976) were the first to use the term 'scaffolding' as a metaphor to capture the nature of support and guidance in learning. They used the term to describe the nature of parental tutoring in the language development of young children. Such, parents who are successful in guided and motivated the children to finish or complete their task with their own ability. Thus the parents provided support through intervention that was tailored to the demands of the task, and determined by the child's ability to complete it.¹⁶

¹⁵ Rowiatun Amri Marhamah, "Interpersonal Analysis of Muse Song Lyrics in Black Holes and Revelations' Album", *Thesis* (Yogyakarta : Universitas Negeri Yogyakarta, 2014), p. 17

¹⁶ E-book: Jennifer Hammond, *Scaffolding Teaching and Learning in Language and Literacy Education*, (Australia: Laura Street Newtown NSW 2042, 2001), p. 14-15)

The ways a teacher direct 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.¹⁷

In the context of classroom interaction, the term scaffolding has been taken up to describe 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. In the process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently. The teacher offers assistance that is beyond the student's ability. "Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know."¹⁸

According to Wood, Bruner, and Ross (1974), Scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for

¹⁷ Daviq Rizal, "Scaffolding Talk in English Language Teaching", *Encounter* (Volume 2, No.3 : 2011) p. 100

¹⁸ E-book: Jennifer Hammond, *Scaffolding Teaching and Learning in Language and Literacy Education*, (Australia: Laura Street Newtown NSW 2042, 2001), p. 15)

learning. In English teaching, scaffolding can be applied in any skills such as Listening, Reading, Speaking or Writing.¹⁹

English Classroom is needed to support the scaffolding talks and to create the comfortable situation in the classroom. As classroom events are procedural, this procedure should be verbalized. The classroom English is divided into several parts namely opening the lesson, questioning, variability in teaching, organizing the classroom, giving instruction in English, explaining and demonstrating, confirming and checking understanding, reinforcing and ending the lesson.²⁰

The first duty of the teacher is to open the lesson. It includes greeting, asking students' condition, introduction if needed, taking attendance and review of the previous lesson. Examples of greeting are good morning, good afternoon, good day, and hello everybody. A teacher can ask his or her students' condition by using some expressions such as how are you today?, how's life? are you feeling better today?, I hope you are all feeling well, and I hope you have all had a nice weekend or holiday". A teacher should ask students'

¹⁹ Sri Mulatsih, "The Use of Scaffolding Technique to Improve the Student's Competence in Writing Genre-Based Texts", *Thesis* (Semarang : Universitas Dian Nuswantoro, 2011) p. 102-103

²⁰ Yeny Rahma, "An Analysis of Interpersonal Meaning on Teacher's Scaffolding Talks", *Encounter* (Volume 3, No.2 : 2012) p. 26

condition by saying “. On taking attendance, a teacher can use some expressions such as “let’s call the roll, let’s take the register, let’s check to see who’s here, is everybody here, who is absent today?” and others. To review the previous lesson, a teacher usually use the expressions such as “have you done your homework?, can I have your homework, please?, please, hand in your homework and everyone, please submit your homework now”.²¹

On the second place, questioning is also significant in classroom English. There are three main types of questioning namely factual, interpretive and evaluative questions. Factual questions have one correct answer only. The answer is not always simple, however, it depends on how broad the question is. “Why do you love me?” is a factual question which has a very complicated answer. Factual questions usually make the best inquiry-based projects as long as they have answers and rooms for exploration. Interpretive questions have more than one correct answer. However, they must be supported with evidence. Depending on their interpretations, people can have different valid answers. The answers are not always incorrect as long as they have a relationship with the text. It is important to ask interpretive

²¹ Yeny Rahma, “An Analysis of Interpersonal Meaning on Teacher’s Scaffolding Talks”, *Encounter* (Volume 3, No.2 : 2012) p. 26

questions because students can have various answers and refer to the text. Interpretive questions are significant to start the class discussions, English exercises and inquiry-based learning projects. Evaluative questions ask for some opinions, believes, or points of view, which have no incorrect answers. However, they depend on prior knowledge and experience, which lead to discussions.²²

5. Types of Scaffolding Talks

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 metacognition.²³

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.

²² Daviq Rizal, "Scaffolding Talks in English Language An Analysis", *Encounter* (Volume 2, No.3 : 2011) p. 103

²³ Aida Waldui, "Scaffolding Instruction for English Language Learners: A Conceptual Framework", *The international Journal of Bilingual Education and Bilingualism* (Vol.9 No.2, 2006), p. 170

Teachers of English learners should seriously consider keeping (photocopying) examples of student work for demonstration purposes. 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.²⁴

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' (Tharp & Gallimore, 1988: 108). As students start realising 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

²⁴ Aida Waldui, "Scaffolding Instruction for English Language Learners: A Conceptual Framework", *The international Journal of Bilingual Education and Bilingualism* (Vol.9 No.2, 2006), p. 171

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 modelled for themselves how to complete such charts, pairs or small groups can easily fill them out for other topics as may be introduced.

This strategy is applied in the educational context efficiently through relating relevant materials to already existing entities. It is also an establishment of a personal link between students’ knowledge and the material to be taught. For example, Brainstorming and KWL charts.²⁵

²⁵ Mounir Harraqi, “Review of Aida’s Walqui’s Scaffolding Instruction for Language Learners: A Conceptual Framework”, *American Journal of Art and Design*, (Vol. 2 No. 3, 2017), p. 87

3) Contextualizing

Since contextualization is concerned, students work with manipulative, pictures, two-minute videos, and other objects or sources of information to construct meaning. The teacher may provide useful analogies or metaphors to bring complex ideas closer to the students' world experience. This process requires the instructors to use many strategies. The instructor makes language learning more comprehensible and reduces cognitive demands of learners. What is more, to enhance recall through the creation of complex memories and make language accessible and engaging by bringing complex ideas closer to the students' own experience. For instance, instructors may use certain strategies like hands-on activities, framing questions and labs and demonstrations.

4) Schema Building

Schema building is a process of organizing learners' knowledge and understanding.

During this stage student's work with advance organizers, graphic organizers, or other ways to visualize the whole picture first before studying the details. Class agendas may be posted on the wall, or the teacher may provide an overview of the parts of a lesson before getting into it. This strategy provides students with many benefits. Furthermore, it helps students to construct a conceptual map. It is also an efficient way that provides students with an ability to process information top-down and to distinguish between central and peripheral information. Moreover, it helps

students to establish the connections that exist between and across concepts.

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 modelled in one genre into forms used in another genre. It has been argued (see, for example, Moffet, 1983) 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 (generalisations in exposition) and, finally, what may happen (tautologic transformations, theorising). 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 practised and performed it.

The opportunities for every student in class to do all this have been maximised, 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. In other words, every student performs at the limit of his or her ability.

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.²⁶

6) Developing meta-cognition

Metacognition has been defined as “the ability to monitor one’s current level of understanding and decide when it is not adequate” (Brandsford et al., 1999, p. 35). It includes the ways in which students manage their thinking abilities. Students receive

²⁶ Aida Waldui, “Scaffolding Instruction for English Language Learners: A Conceptual Framework”, *The international Journal of Bilingual Education and Bilingualism* (Vol.9 No.2, 2006), p. 174-176

explicit teaching strategies for thinking and problem solving as they engage in reading, writing, or inquiry tasks. They reflect where they are in a process and how they are thinking about their own thinking. For instance, thinking-aloud, allowing students to select their preferred learning strategy, rubrics and Think-Pair -Share strategy.²⁷

Moreover, Wood suggest 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 goal by reminding, modeling, providing part-wholes activities.²⁸

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

a. Reinforcement

Turney define positive reinforcement as positive response by one person to another's response aiming at increasing student attention, maintaining motivation, promoting active participant, facilitating learning and improving student behavior. Reinforcement should normally be applied as immediately as

²⁷ Mounir Harraqi, "Review of Aida's Walqui's Scaffolding Instruction fo Language Learners: A Conceptual Framework", *American Journal of Art and Design*, (Vol. 2 No. 3, 2017), p. 87

²⁸ E-book : Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge : Cambridge University Press, 2001), p. 9

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 reinforce responses or behaviors. Teachers can use words like "Yes", "That's right", "Great", etc. They can also use sentences such as "That's good work", etc. They can also use sentence such as "that's good work", etc.
2. Token reinforcement : it includes giving stars, 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 liked 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 or so on)
4. Proximity and contract 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 they work and efforts by employing what is referred to "proximity reinforcement".

b. Basic Questioning

According to Turkey, good teacher questions can stimulate interest and curiosity, focus pupil attention and interest on a particular

issue or concept, provide opportunities for students to respond in increasingly thoughtful ways, to ensure widespread student participant in classroom discussion and allow teachers to express a genuine interest in the ideas and feelings of the students. Through the skilled of question, teachers can obtain information about how well students understand the material they have learned, what potential problems they may encounter and what assistances are needed to facilitate the students learning.

c. Advanced Questioning

Based on Zahorik's statement, higher-ordered questioning is an important means of developing students' process. Questions that require students to improve an initial response to a question by providing such things 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.²⁹

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

- 1) Modeling
- 2) Bridging
- 3) Contextualizing

²⁹ Sri Mulatsih, "The Use of Scaffolding Technique to Improve the Student's Competence in Writing Genre-Based Texts", *Thesis* (Semarang : Universitas Dian Nuswantoro, 2011) p. 103-104

- 4) Offering explanation
- 5) Inviting the students' participation
- 6) Clarifying the students' understanding
- 7) Reinforcing

The writer didn't use all of the 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 was used to be analyzed. Meanwhile acting scaffolding is ignored. For example in developing meta-cognition proposed by Aida Walqui. 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 scaffolding is actually part of clarifying the students' understanding. Teacher often clarify student's understanding by giving them questions.

Relating to the theories given by the authors above, the writer tried to describe types of scaffolding talk found in the study. The theories are manageable and accountable to back up conducting this study on the topic analyzing mood system on spoken texts of teacher's scaffolding talks in English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher focuses on the research method. The researcher divides this chapter into four parts of discussion: research design, research setting, method of data collection, technique of data analysis, technique of analysis data

A. Research Design

The type of this research is qualitative research. Qualitative research is best suited to address a research problem in which do not know the variables and need to explore. The literature yield little information about the phenomenon of the study, event, social activity, posture, belief, perception, and person thought exploration.¹

The data are considered as qualitative because they are form of written and spoken (words) observed by researcher² rather than numbers. Qualitative research is a field or inquiry in its own right. It crosscuts disciplines, field, 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 for participant directly. Therefore, researcher visited to the setting to do observation.

¹John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (England: Pearson Education Limited, 2014), p. 30

² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, Revised Edition, 2010), p.22

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

In this research, the writer used descriptive qualitative research because the writer explained, analyzed, described, collecting and identify the form of mood analysis appeared from the teacher's scaffolding talk in the English subject at eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018. The writer explained the dominant mood system on teacher's scaffolding talks in the English Subject at eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018. The last is the writer explain the significances and the implementation of scaffolding talks in English language teaching based on the data interview with the English teacher of eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara.

B. Research Setting

1. Subject and Place of the Research

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

The subject of this research is one of the English teachers of MA. Hasyim Asy'ari Bangsri Jepara at eleventh grade of Immersion students' proficiency in the academic year of 2017/ 2018.

2. Research Procedure

This research was conducted on 23 April and 9 May 2018 at the eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the Academic year of 2017/ 2018. 14 July 2018 the writer conducted the interview with the English teacher of eleventh grade of Immersion students. Here is the schedule of this research.

No	Task description	Time schedule				
		23 Apr	9 May	10 May	14 May	17 May
1	Observation of the learning activity at MA.Hasyim Asy'ari Bangsri Jepara	√				
2	Recording the data of observation 1		√			
3	Transcribing the data			√		
4	Analyzing the data				√	
5	Writing report					√

The researcher collected the data on the last week of April until the First week of May. At 23 April 2018 the researcher visited MA. Hasyim Asy'ari Bangsri Jepara to ask permission to the headmaster and surveyed the condition and the situation school there. The writer also informed research

there. After the researcher got the permission, the researcher met one of the teachers of English subject at the eleventh grade of Immersion to find the appropriate time to doing the research. At 9 May 2018 the researcher recorded one meeting in the English subject as the data collected. The data from the recorded then transcribed and analyzed based on mood system which focused on the teacher's scaffolding talks. At 14 July 2018 the researcher conducted the interview with the English teacher of eleventh grade of Immersion students to get the data of the significances and the implementation of scaffolding talk in English language teaching.

C. Method of Data Collections

1. Classroom Observation

In order to obtain the data, the writer used observation by recording in this research. Observation is necessary 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 used in nonparticipant observation, where the researcher was not involving 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 was used to observe the use of language in real condition. Since the object of the study was the teacher's

explanation or teacher's scaffolding talks, recording was the first step in collecting the data, the writer recorded the teacher's explanation that the writer investigated. Then the writer transcribed the recording of the utterances to convert the data from spoken into written form, the next step is analyzing. The writer begun analyzing which utterances are scaffolding talks.

2. Data recording

The process of getting the data is by recording the teacher's talks during the lesson in one meeting. The recording was done in the classroom. The data recorded are qualitative because they are in the form of words rather than numbers.

3. Interview

Interview is communication that has certain purposes. Interview is done by two persons, they are interviewer (someone who gives the question), and interviewee (someone who answer the question). Nunan suggest that interview used to seek the data on stages on process of acquisition and also by language tester.⁴

Interview was conducted to the English teacher of Eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in July 14th 2018 to get

⁴ David Nunan, *Research Method in Language Learning*, (USA : Cambridge University Press, 1992), p.149

the further information about the significances and the implementation of using scaffolding talks in language learning activity. The researcher also conducted unscheduled interviews every need some information about the teaching learning process.

D. Technique of Analysis Data

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

1) Transcribing

After recording teacher talk in the classroom, the writer transcribe 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 conversations 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 be in the written text when it means something slightly different when used as transcription conversations. This is particularly

problematic with using the question mark to indicate rising intonation 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 is the transcribed data is to be available on line. Conversation 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.⁵

⁵ J. Du Bois, Transcription Design Principle for Discourse Research, *International Pragmatics Association*, (Vol. 1 No. 1, 1991), p. 78

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

2) 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 namely : pre-active, interactive and post active phase. The writer analyzed mood system of teachers scaffolding talks in interactive phase from the beginning until the end of the 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.

Secondly, the writer analyzed the data of teacher's scaffolding talks by using mood element analysis suggested by M.A.K Halliday. The analysis was carried out based on mood element analysis. Mood element analysis, subject and finite analysis is really significant in the English clauses. The analysis based on the mood type either indicative or imperative mood. When the mood type is indicative, the teacher's scaffolding talk can be declarative, interrogative or exclamation. On the other hand, when the mood type is

imperative, the teacher's scaffolding talk can be commands or offers.

3) Interpreting

Then the collected data were interpreted based on the review of literatures mentioned previously. They are used to make the description of: (a) the mood analysis on spoken texts realized on teacher's scaffolding talks in English subject., (b) the dominant Mood system realized on teacher's talks in English Subject, and (c) the significances and the implementation of scaffolding talks in English language teaching.

4) Concluding

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

CHAPTER IV

RESEARCH FINDINGS

This chapter is divided into three main parts: (1) the data presentation and description, (2) the discussion of the data analysis, and (3) the significances and the implication of scaffolding talks in learning activity. The first part consists of three findings of the formulations of this research: about the Realization of Mood Analysis on spoken texts on the Scaffolding Talks and the Dominant Mood System of the Scaffolding Talks. The second part consists of the discussion on those all findings of scaffolding talk appeared of the English teacher of eleventh grade of Immersion students of MA. Hasim Asy'ari Bangsri Jepara. The last part consists of the significances and the implication of scaffolding talks in learning activity based on the data interview with the English teacher of eleventh grade of Immersion students of MA. Hasyim Asy;ari Bangsri Jepara in the academic year of 2017/2018.

A. Data Presentation and Description

There are two problems, which are discussed here namely mood analysis on spoken text and dominant mood system of scaffolding talks by the teacher of immersion class in MA. Hasyim Asy'ari Bangsri Jepara. First, the mood analysis on spoken texts is described in its realization of classroom English. Second, the dominant mood system of scaffolding talks by the teacher is identified.

1. Realization of Mood Analysis on Spoken Text of Teacher's Scaffolding Talks

In analyzing the data, the first thing I conducted to find the teacher's scaffolding talks. In this step, all the interaction between the teacher and the students were written a list. The use of language performed by the teacher that was analyzed was only in English.

Scaffolding talks are the expressions that a teacher uses by example how to solve a problem, while controlling the learning environment so that students can take things step by step, expanding their base of knowledge without excessive frustration. The scaffolding talks were distributed based on clauses in following tables. Below is the example of table contains teacher's scaffolding talks.

Turn	Speaker	Expressions	Scaffolding talk
1	Teacher	<i>Assalamualaikum</i>	
2	Students	<i>Walaikumsalam</i>	
3	Teacher	Good afternoon students	
4	Students	Good afternoon Mom	
5	Teacher	How are you today ?	
6	Students	I'm fine, and you?	
7	Teacher	I'm fine too thank you. Before we start our lesson today, I would like to check your present. I see that there are so many students are absent right? Because there are only	

Turn	Speaker	Expressions	Scaffolding talk
		four boys, here. Ok, let me check, Ahmad Muhajir? Asiyah ? Hanaya ?	
8	Student	Hanaya is absent mom, about 2 days ago	
9	Teachers	Mita? Naila? Luluk ? Lutfiana ? Maulida ? Miftahul ? Nur Husnainin? Nurul Latifah ?	
10	Students	Absent mom	
11	Teachers	Oh, since Mr. Mansur class, yesterday absence or not ?	Oh, since Mr. Mansur class, is she absence yesterday ?
12	Students	No	
13	Teacher	Hamita ? Tasya ? Widya? Ok, here I would like to give the material for semester test; because of this is the last meeting. Actually, there are some material that I don't have discuss with <i>ya</i> , but before that I will finish the material that I need to explain to you. Please, clean the white board !	13.1 I would like to give the material for semester test; 13.2 Please, clean the white board !

After that, I would like to describe the finding of language features characterizing scaffolding talk in clause by clause. 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 good and services. Mood in English is realized by the position in the clause of the subject and finite.

The analysis was based on mood and residue structure. The classification was based on the order of subject and finite. While the order of mood is *subject and finite*, the mood will be declarative. While the order of mood is *finite and subject*, the mood will be interrogative. If the order of mood is *finite* only without subject, the mood will be imperative.

On the data transcription, the writer found some expressions of scaffolding talks that were not suitable in grammar role, so the writer tried to correct the grammatical error and then analyzed based on mood system. As the unit of analysis was clause, the expressions were then broken down into clause by clause.

The following table showed the example of mood analysis from teacher's scaffolding talks:

Turn 11

It could be : Oh, since Mr. Mansur class, is she absent yesterday ?

Oh	since Mr. Mansur class,	Is	She	Absent	Yesterday?
Adj: cont	Adj : circ	F	S	C	Adj : circ
	Residue	Mood : Interrogative		Residue	

Turn 13

13.1

I	Would	Like to give	the material	for semester test;
S	F	P	C	Adj : circ
Mood : Declarative		Residue		

13.2

It could be : clean the white board, please!

Clean		The white board,	Please !
F	P	C	Adj : cont
Mood : imperative		Residue	

As the analysis of mood system was based on clause by clause, the complex clauses were broken down. The mood system was realized in the above-mentioned analysis. The analysis was concentrated on the analysis of mood and residue. The mood consists of subject and finite. The subject carries the burden of the clause as an interactive event or the nub of the proposition while the finite is to show tense, polarity and modality. On the other hand, the residue is the remaining part such as predicator, complement and adjunct. Adjuncts have some sub types as well namely circumstantial, mood, polarity, comment, vocative, conjunctive and continuity.

2. Dominant Mood System of the Scaffolding Talks

After the scaffolding talks were analyzed in terms of mood analysis on spoken text, the clause by clause was then broken down into three main parts namely declarative, interrogative and imperative mood. As the unit of analysis was clause, the expressions were then broken down into clause by clause.

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

1. 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 occurs before the finite element of the clause. Full declarative clauses are typically used to initiate conversation exchanges by putting forward information for negotiation. Declaratives can present both factual information and attitudinal opinion.

In the speech function, the declarative mood belongs to statement only. Statement deals with having something to do with giving information. Interactions patters in the teacher's scaffolding talks have something to do with giving information such as: "while I am waiting for you to write

down this, so the question is like the midterm test. It will be 35 multiple choice and 10 essays.”

In this observation, the declarative has the frequency 83 clauses (49%) applied in teacher’s scaffolding talks for the majority of the scaffolding talks performed by the teacher. She used it commonly to give examples and explanations to her students. The excerpts below are the use of declarative scaffolding talks by the teacher:

“Poster is like printed graphic.”

“ok, this is the example of poster”

“It is different with pamphlet and brochure”

“I would like to explain about banner and poster”

“That is megatron or buildboard”

Beside, the teacher also used the declarative scaffolding talks to give feedback in form of praising after certain student complete given task well. Below are the examples:

“That is good”

“Yes, you are right”

“(it is) very good”

b. Interrogative

Interrogative is divided into two parts, which is polar interrogative and Wh-interrogative.

1) Polar Interrogative.

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

The teacher used the polar interrogative in many purposes such as to invite students' participation or to clarify students understanding. Excerpt below are polar interrogative application:

“is it clear?”

“Have you been in chapter 2?”

“is it a poster?”

“Have you asked your mom permission?”

“Did you watch that?”

2) Wh-Interrogative

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

The teacher used wh-interrogative generally to encourage the student's understanding or knowledge about the material that the teacher gives.

Excerpt below are wh-interrogative application:

“What do you know about banner and poster?”

“Why should it be interesting?”

“What will picture be there?”

“How could you take that?”

“what do you want to say?”

The use interrogative mood whether it is polar interrogative or wh-interrogative is in frequency 55 clauses (33%).

2. Imperative

Imperative deals with demanding and giving goods and services. In this observation, it typically does not contain the elements of subject but consist of only finite or predicator. The omission of the subject in an imperative occurs because all imperatives are implicitly addressed to the addressee.

The teacher applied imperative in classroom discourse in frequency 31 clauses (18%). The following are example of imperative:

“Please give applause!”

“Clean the whiteboard please!”

“Please be quite and keep silent for a while!”

“Let’s start it from you!”

“Muhajir, come forward, please!”

“Slow down please!”

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

Based on the data analysis above, it is clear that there are 169 clauses of scaffolding talks analyzed. Besides, in terms of the mood system of scaffolding talks in the research subject, there were some facts found. First, the declarative mood was found in 83 clauses or 49%. Second, the interrogative mood was uncovered in 55 clauses or 33%. Third, the imperative mood was discovered in 31 clauses or 18%. The dominant mood system of scaffolding talks in the research subject was declarative mood or declarative scaffolding talks as it got 49%. As the declarative mood or declarative scaffolding talks was closely related with statement in the speech functions, it means that the teacher tried his or her best to give information and explanation to guide his or her students.

B. Data Discussion

Based on the analysis above the analysis was mainly on mood and residue to find out the declarative, interrogative and imperative. When the dominant mood system of scaffolding talks

is declarative one, it is clear that the teacher tried to give information.

Table 3: Mood Type Analysis

Mood type	Number of Clauses	Percentage
Declarative	83	49 %
Interrogative	55	33 %
Imperative	31	18 %
TOTAL	169	100 %

There are four speech functions namely statement, questions, command and offer. The declarative mood belongs to statement only. The speech roles in commodity exchange are actually giving and demanding. What they give and demand are two main items namely information and goods and services. When they give or demand information, they actually create proposition. However, if they give or demand goods and services, they create proposal.

C. The Significances and the implication of Scaffolding Talks in English teaching

English is as instrument in utilizing modern science and technology. The purpose of English education in Indonesia is to enable students to use English as a communication means. To reach this literacy levels, teacher should be sufficiently competent in spoken English to enable them in interacting naturally with their students in order to be able to develop the students' ability or skill to communicate through the creation and interpretation of

text in various contexts. The teacher can facilitate and support the students' development by using their scaffolding talks. Scaffolding can be applied in any skills such as Listening, Reading, Speaking or Writing.

According to Bruner in Cameron there are six characteristics of scaffolding, namely: (1) recruiting the interest task, (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.¹

Referring to the statement above, Branford et al. in Styuf 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 the learners reach the target language easily
3. Supporting the learner to achieve the goal easily or keep the students on task
4. Pointing out the difference between solution
5. Reducing the learner's frustration and risk

¹ E-book : Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge : Cambridge University Press, 2001), p. 8

6. Modeling and clearly defining the performance of the activity expected.²

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 learners are able to accomplish the target expression 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 is accomplished well too.

The researcher also took the data interview with the English teacher of eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara. The researcher got the data about the significances and the implication of scaffolding talks in English language teaching.

Scaffolding talks are really important in learning process, because it can encourage the students to be active and confidence to do their task. There are some significances of using scaffolding talks. *First*, it can be a kind of the evaluation for the teacher because In the process of scaffolding, the teacher helps the student

² R. Stuyf and Rachel Vandr, 2002. *Scaffolding as Teaching Strategy*. <http://tip.psychology.org/vygotsky.html>. accessed on 16 July 2018

master a skill that the student is initially unable to acquire it independently and the teacher offers assistance that is beyond the student's ability. If the students didn't understand about the teacher assistance so it can be an evaluation for the teacher to give more information to make the students understand and do their task well. *Second*, it can make both the teacher and students get closer, because as people talk, there must be questions and answers. Understanding adjacency pairs is indispensable. The awareness of adjacency pairs can help minimize misunderstanding between the two people. When a teacher makes a question, he tries to construct an opening. As a result, there will be a response to the questions. So it would build a good communication between the teacher and students.

The implication of using scaffolding talks depends on teacher because every teacher has a different style of teaching. The idea of teaching style is quite different from the method of instruction used by a teacher. It refers to a classroom mode, a pervasive way of approaching the learners that might be consistent with several methods of teaching. Two teachers may both use lectures, small group discussions, audiovisual devices, and still differ identifiably from each other. To make this point clear, several styles of teaching are briefly identified.

The Task Oriented— These teachers prescribe the materials to be learned and demand specific performance on the part of the students. Learning to be accomplished may be

specified on an individual basis, and an explicit system of accounting keeps track of how well each student meets the stated expectations.

The Cooperative Planner—these teachers plan the means and ends of instruction with student’s cooperation. They are still “in charge” of the learning process, but with their adult experience and professional background, they guide the students’ learning. Opinion of the learners are not only listened to, but are respected. These teachers encourage and support student participation at all levels.

The Child Centered—the teacher provides a structure for the students to pursue whatever they want to do and whatever interest them. The genuinely emergent curriculum would fit this style, for preplanning by the teacher always takes a back seat to the interest and curiosity of the child. This style is not only extremely rare, it is almost impossible to imagine in its pure form because the classroom, with its adult-child ratio and adult-responsible environment, automatically encourages some interests and discourages others.

The Subject Centered—these teachers focus on organized content to the near exclusion of the learner. By “covering the subject,” they satisfy their consciences even if little learning takes place.

The Learning Centered— These teachers have equal concern for the students and for the curricular objectives, the

materials to be learned. They reject the over-emphasis of both the “child-centered” and “subject-centered” styles, and instead help students, whatever their abilities or disabilities, develop toward substantive goals as well as in their autonomy in learning.

The Emotionally Exciting and Its Counterpart—these teachers show their own intensive emotional involvement in teaching. They enter the teaching-learning process with zeal and usually produce a classroom atmosphere of excitement and high emotion. Their counterparts conduct classrooms subdued in emotional tone, where rational processes predominate, and the learning is dispassionate though just as significant and meaningful as in the classrooms of the emotionally more involved teachers.³

According to my observation in the classroom of the teacher of eleventh grade of Immersion students, she included *the task oriented teacher* because she prescribed the materials to be learned and demand specific performance on the part of the students. On my interview, she used much declarative scaffolding talk when she teaches grammar subject because in teaching grammar actually the students need more information to understand the lesson. In speaking skill, she usually used much imperative scaffolding talks because she asked the students to do something that have to be done. She used the interrogative

³ Barbara Bree Fischer and Louis Fischer, *Styles in Teaching and Learning*, (Boston: Association for Supervision and Curriculum Development, 1979), p. 251

scaffolding talks when she teaches grammar or speaking. The variation of using kind of scaffolding talks is depends of the teacher because every teacher has a different style in teaching.

To make the class understand the materials, a teacher should understand how to organize the classroom. The classroom organization is based on clarity of the teacher's explanation and instruction. One must make sure that the instruction is clear and comprehensible. The use of instructions should be carried out and well-informed. Expressions in giving commands and setting up pairs and groups should be well-informed.

An effective efficient classroom should be organized by an effective efficient teacher as well. To make the classroom effective and efficient, a teacher should deliver and give instructions in English. Students are usually quiet in the first place as they are not accustomed to English instructions. Later they can understand and respond teacher's instructions. There are some expressions a teacher can use when he or she instructs his/her students to sit down and stand up, move around, turn- give, ask who wants a turn, ask for help and give things out, explain and demonstrate, confirm and check understanding, start a feedback chat, reinforce and give a homework.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and pedagogical implications of the study. Based on the data analysis and data interpretation presented in chapter IV, the writer can make some conclusion. The conclusions are as follow.

A. Conclusions

1. The mood analysis on spoken texts realized on teacher's scaffolding talks in English subject

Based on the data analysis in chapter four, there are some conclusions drawn. First, there are three typical clause moods namely declarative, interrogative and imperative. Those moods are closely related with speech functions such as command, offer, statement, and questions. What are exchanged here are clauses. When a teacher is in the classroom to teach English, what he or she actually does is to get a particular speech role either demanding or giving. What are demanded and given are information or goods and services.

2. The dominant Mood system realized on teacher's talks in English Subject

When the teacher gives or demands goods and services, he or she actually creates proposal. However, while

the teacher gives or demands information, he or she creates proposition. In the data analysis the declarative moods were found to be dominant ones. It means that the declarative mood consists of subject and finite. Unlike other moods such as interrogative and imperative, interrogative consists of finite and subject while imperative lacks of mood element. When the dominant one is declarative, it is similar to statement in speech functions. It means also that the teacher tried to give the information. The second dominant one is interrogative. It means that the teacher also force the student to give information to the questions asked. The less dominant is imperative mood. It means that the teacher did not really try to demand goods and services from the students to perform some activities.

3. The significances and the implementation of scaffolding talks in English language teaching.

Based on the data interview with the English teacher of eleventh grade of Immersion students proficiency at MA. Hasyim Asy'ari Bangsri Jepara in the academic year of 2017/2018. The researcher also got the data about the significances and the implication of scaffolding talks in English language teaching.

Scaffolding talks are really important in learning process, because it can encourage the students to be active and confidence to do their task. There are some significances of

using scaffolding talks. *First*, it can be a kind of the evaluation for the teacher to give a clear instruction of scaffolding talk when the students did not understand about the teacher's proposal. *Second*, it can make both the teacher and students get closer, because as people talk, there must be questions and answers. When a teacher makes a question, he tries to construct an opening. As a result, there will be a response to the questions. So it would build a good communication between the teacher and students.

B. Suggestions

Scaffolding talks are really significant for an English teacher because the expressions are to guide students to understand the lesson and students can acquire certain skills as they need. The suggestions are divided into three parts as follow:

1. The teacher must use scaffolding talks to guide students in the classroom. As the dominant mood is declarative, the English teacher is supposed to use declarative mood or statement most of the time in the classroom.
2. The presentation must be clear so the students can understand the lessons and it can only be carried out by using more declarative moods.
3. All students of English departments, English teachers and lecturers should know scaffolding talks, speech functions and mood system as they are significant for English language teaching.

After the understanding of all three above, hopefully they can apply and spread the knowledge to students, friends and other people so that communication can take place without any disturbance or misunderstanding.

Finally, hopefully the further research on scaffolding talks, mood system and speech functions can be carried out for better understanding and better quality of English language teaching. English teachers as well need to take a research on the above mentioned topics.

Appendix 1

Profil MA. Hasyim Asy'ari Bangsri Jepara

A. Visi Misi, Letak Geografis dan Sejarah MA. Hasyim Asy'ari Bangsri Jepara

MA. Hasyim Asy'ari Bangsri Jepara memiliki visi dan misi yaitu:

- Visi : Unggul, Terampil dan Berakhlakul Karimah
- Misi:
 - Menjadi Madrasah unggul secara akademis dan non akademis
 - Mengaktifkan program pembelajaran
 - Menjadikan peserta didik yang terampil dalam penguasaan teknologi informasi dan bahasa internasional
 - Mewujudkan pembentukan karakter Islami yang mampu mengaktualisasikan diri dalam masyarakat

MA. Hasyim Asy'ari terletak di pusat kota Kecamatan Bangsri di Jl. Pramuka no. 9 didirikan oleh seorang ulama yang berasal dari Tayu, pati KH. Muhammad Amin Sholeh dan beberapa lainnya.

Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara berdiri pada tanggal 1 Januari 1971. Hal ini merupakan pengembangan dari Madrasah Mualimin-Mualimat NU 4 tahun, kemudian menjadi Madrasah Mualimin-Mualimat NU 6 tahun, berkembang lagi menjadi Madrasah Tsanawiyah Hasyim Asy'ari Bangsri Jepara dan akhirnya melahirkan Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara ini.

Pada saat berdiri di kecamatan Bangsri belum ada Sekolah atau Madrasah yang sederajat, sehingga dengan berdirinya Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara ini berarti merupakan lembaga pendidikan setingkat SLTA tertua di kecamatan Bangsri yang pada saat itu sangat diharapkan kehadirannya oleh masyarakat. Walau pada awal berdirinya memang belum banyak respon dari masyarakat di kecamatan Bangsri. Namun dengan berjalannya waktu,

akhirnya banyak sekali respon dari masyarakat untuk menyerahkan pendidikan putra-putrinya di Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara. Apalagi dengan banyaknya alumnus-alumnus dari Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara yang diterima sebagai tokoh masyarakat di daerahnya masing-masing.

Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara didirikan oleh para tokoh masyarakat agama Islam dan para pendidik di kecamatan Bangsri. Ini merupakan realisasi kepedulian para tokoh tentang pentingnya peningkatan pendidikan di masa yang akan datang. Diantara tokoh-tokoh yang ikut membidani lahirnya Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara adalah :

1. Bapak KH. Mc. Amin Sholeh dari Bangsri Jepara
2. Bapak KH. Abdul Hadi dari Tengguli Bangsri
3. Bapak KH. Toha dari Tengguli Bangsri
4. Bapak KH. Muhdi dari Kedungleper Bangsri
5. Bapak K. Khayyun dari Kedungleper Bangsri
6. Bapak KH. Nur Salim dari Banjaran Bangsri
7. Bapak K. Zamroni dari Banjaran Bangsri
8. Bapak A. Damuri dari Banjaran Bangsri

Dan masih banyak lagi tokoh-tokoh yang ikut mendirikan lembaga pendidikan ini, yang belum dapat kita sebutkan identitasnya.

Akhirnya pada tanggal 19 Maret 1979 Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara mendapat Piagam Terdaftar dari Kanwil Depag Prop. Jawa Tengah dengan nomor piagam : lk/3c/34/Pgm MA/1980 dan Nomor Statistik Madrasah : 312.33.20.09.172.

Dengan semakin berkembangnya Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara, maka pada tanggal 3 Juli 1997 diajukan permohonan akreditasi untuk mendapatkan Status Diakui dengan mendapatkan piagam akreditasi A.

B. Program Kegiatan Kesiswaan MA. Hasyim Asy'ari Bangsri Jepara

Program kegiatan kesiswaan di MA Hasyim Asy'ari melingkupi dua program yaitu Program Akademik dan Program Non Akademik. Program akademik yaitu program Keagamaan, program Imersi, dan program Umum (IPA dan IPS). Program non akademik yaitu berbentuk tutorial khusus bagi peserta didik jurusan Madrasah Aliyah Keagamaan (MAK) dan Kelas Imersi yang dilaksanakan pada sore hari. Agar program tutorial untuk MAK dan kelas Imersi dapat berjalan sesuai dengan target yang telah ditetapkan maka semua peserta didik MAK dan Imersi harus berada di Boarding (Asrama).

Asrama ini dimaksudkan untuk mengembangkan kompetensi peserta didik yang disesuaikan dengan ciri khas madrasah dan potensi daerah, termasuk keunggulan daerah, yang materinya tidak dapat dikelompokkan ke dalam mata pelajaran yang ada dan juga untuk melestarikan warisan budaya Islam terutama untuk mata pelajaran salaf.

C. Sarana dan Prasarana MA. Hasyim Asy'ari Bangsri Jepara

Pada tahun 2009 kemaren MA. Hasyim Asy'ari Bangsri dengan tangan-tangan dan kreatifitas operatornya Mr. Mirza Azis Qodari meluncurkan Website resminya MA. Hastim Asy'ari. Melalui Situs pribadinya itu kini telah membuktikan bahwa MA. Hasyim Asy'ari memang memiliki standar teknologi yang tidak perlu diragukan lagi. Dengan daya dukung fasilitas-fasilitas yang dimiliki MA. Hasyim Asy'ari seperti ;

- Laborat IPA
- Laborat Bahasa ber-AC
- Laborat Komputer ber-AC
- Laborat Internet ber –AC
- Hotspot Area
- Jaringan Komputer LAN (Local Area Network)
- Perpustakaan
- Lapangan Bola Voli

- Lapangan Basket
- Lapangan Futsal

D. Ekstra Kulikuler MA. Hasyim Asy'ari Bangsri Jepara

Beberapa kegiatan ekstrakurikuler yang ada di MA

Hasyim Asy'ari di antaranya yaitu:

- 1) ISMAHA (Ikatan Siswa MA Hasyim Asy'ari)
- 2) IPNU IPPNU
- 3) LPS "KOMA" (Pers Siswa)
- 4) Teater "KERAMAT"
- 5) Pencak Silat "CEMPAKA PUTIH"
- 6) Ekstra Olahraga(Futsal, Basket)
- 7) ISA (Immersion Students Association)
- 8) FKM (Forum Komunikasi MAK)
- 9) English Intensive Class

Appendix 2

Immersion Program in MA.Hasyim Asy'ari Bangsri Jepara

A. Sejarah Kelas Imersi di MA. Hasyim Asy'ari Bnagsri Jepara

Secara historis, program kelas imersi adalah salah satu program unggulan yang hanya ada di Propinsi Jawa Tengah. Ide atau gagasan pendirian kelas imersi terbesit ketika tim Pendidikan Jawa Tengah studi banding ke Park Ridge School di Queensland, Australia. Tim studi banding sangat terkesan melihat siswa Australia yang sedang belajar mata pelajaran dengan bahasa pengantar, yaitu bahasa Indonesia. Namun seiring berjalannya waktu, kelas imersi pun telah dibuka diberbagai propinsi lainnya.

Berawal dari studi banding tersebut, lahirlah program imersi yang diprakarsai oleh Diknas Jawa Tengah. Jika di Queensland pengantarnya menggunakan bahasa Indonesia, di Jateng kelas imersinya menggunakan bahasa Inggris sebagai pengantar untuk tujuh mata pelajaran. Program imersi ini telah berhasil diimplementasikan di berbagai negara, antara lain di Kanada, Singapura, Hongkong, Australia, Finlandia, dan Afrika Selatan dengan tujuan dan cara penerapan yang berbeda-beda. Di Indonesia, penerapan program imersi dapat ditemui di berbagai pondok pesantren yang menggunakan bahasa Arab sebagai media pembelajaran.

Sebagai sebuah kebijakan, program imersi ini kemudian ditawarkan ke sekolah-sekolah dibawah naungan Diknas dan Depag. MA Hasyim Asy'ari adalah salah satu sekolah dibawah naungan Depag yang mendapat kesempatan untuk bekerja sama dengan Diknas dalam mengembangkan program imersi. Kebijakan kerja sama semacam ini merupakan suatu kebijakan yang sangat luar biasa dalam khazanah madrasah yang bernaung dibawah Depag. Di samping, sebagai keberanian sekaligus terobosan yang jarang ditemukan di institusi pendidikan Islam. Mengingat sampai sekarang masih sedikit sekolah umum, maupun madrasah yang menyelenggarakan kelas imersi. Data yang terhimpun di

Diknas Jateng menunjukkan bahwa sampai tahun 2004 hanya ada 24 sekolah di Jateng yang menyelenggarakan program imersi.

Kelas imersi yang diterapkan di MA. Hasyim Asy'ari adalah kelas imersi bahasa Inggris. Ini berarti kegiatan belajar mengajar di kelas imersi MA. Hasyim Asy'ari menggunakan bahasa Inggris sebagai bahasa pengantar dalam kegiatan belajar mengajar. Sesuai dengan artinya "immerse" maka diharapkan para siswa terlarut atau mencelupkan dirinya dalam suasana berbahasa Inggris selama mengikuti pembelajaran dan bisa menerapkan dalam kehidupan sehari-hari di luar kelas sehingga bahasa Inggris sebagai bahasa asing pertama di Indonesia tidak asing lagi bagi para siswa.

B. Desain, Fasilitas dan Program Belajar Mengajar Kelas Imersi di MA. Hasyim Asy'ari Bangsri Jepara

1. Desain Kelas Imersi

Kelas imersi disesuaikan dengan kemampuan/karakteristik madrasah penyelenggara dan disesuaikan dengan kebijakan Dinas Pendidikan setempat. Namun, disyaratkan agar jumlah siswa pada tiap kelas maksimal 24 orang. Dengan jumlah yang kecil ini diharapkan guru dan siswa mempunyai banyak kesempatan untuk berinteraksi sehingga memungkinkan terjadinya pembelajaran yang efektif yang akan mempercepat perolehan (acquisition) bahasa asing.

2. Fasilitas Kelas

- a. Memenuhi standar minimal fasilitas kelas reguler didukung oleh fasilitas pendukung program imersi yang memadai meliputi; kamus khusus, referensi yang sesuai, alat bantu ajar, dan sebagainya.
- b. Kelas diatur agar mendukung terciptanya proses belajar mengajar (PBM) yang efektif dan efisien yang mengacu

pada pendekatan yang aktif, kreatif, efektif dan menyenangkan (PAKEM).

3. Proses Belajar Mengajar Kelas Imersi
 - a. Kurikulum dan Pengembangannya Kurikulum yang digunakan adalah kurikulum Berbasis Kompetensi (KBK) yang berpedoman pada Manajemen Berbasis Madrasah (MBS).
 - b. Metode Pembelajaran
Pada hakikatnya metode yang dipakai dalam proses pembelajaran kelas imersi menggunakan berbagai metode yang mengacu pada pendekatan yang aktif, kreatif dan menyenangkan (PAKEM).
 - c. Mata Pelajaran
Pada tahap awal, mata pelajaran kelas imersi yang disampaikan dalam bahasa Inggris, sebanyak 7 mata pelajaran, namun dalam pengembangan kedepan diperlukan penambahan mapel berbahasa Inggris, disesuaikan dengan kondisi sekolah penyelenggara kelas imersi. Adapun ketujuh mata pelajaran tersebut adalah sebagai berikut: matematika, fisika, kimia, biologi, geografi, sejarah dan ekonomi.

Appendix 3

The Data Transcriptions in one meeting of English subject at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in The Academic Year of 2017/2018

Date : Wednesday, 09th May 2018
 Time : 12.30-13.45
 Place : MA. Hasyim Asy'ari Bangsri Jepara
 Participants : Teacher and students of eleventh grade of Immersion students' proficiency
 Topic : Banner and Poster

Turn	Speaker	Expressions
1	Teacher	<i>Assalamualaikum</i>
2	Students	<i>Walaikumsalam</i>
3	Teacher	Good afternoon students
4	Students	Good afternoon Mom
5	Teacher	How are you today ?
6	Students	I'm fine, and you?
7	Teacher	I'm fine too thank you. Before we start our lesson today, I would like to check your present. I see that there are so many students are absence right? Because there are only four boys, here. Ok, let me check, Ahmad Muhajir? Asiyah ? Hanaya ?
8	Student	Hanaya is absent mom, about 2 days ago
9	Teachers	Mita? Naila? Luluk ? Lutfiana ? Maulida ? Miftahul ? Nur Husnainin? Nurul Latifah ?
10	Students	Absent mom
11	Teachers	Oh, since Mr. Mansur class, Yesterday absence or not ?
12	Students	No
13	Teacher	Hamita ? Tasya ? Widya? Ok, here I

Turn	Speaker	Expressions
		would like to give the material for semester test; because of this is the last meeting. Actually, there are some material that I don't have discuss with <i>ya</i> , but before that I will finish the material that I need to explain to you. Please, clean the white board !
14	Students	<i>Syifa miss, Syifa ndak mau piket o miss !</i>
15	Teacher	Ok, I will explain orally, clean the white board please! The materials for semester test.. (teacher is writing on the white board)
16	Teacher	Ok, while waiting for you write down this, so the question is like a usual like the midterm test there will be 35 multiple choice and 10 essay, <i>ya</i> . And remember please write down or answer all the essay all the question and I will give you a bonus. And then which one the material that I haven't explain, Banner and poster right?
17	Students	Yes
18	Teacher	Ok, in essay there will be a question that ask you to make some functional text here if not a banner there will be a poster, so one of them. Just make it. Make it beautifully!. Banner and poster. Don't forget about your scientific writing please !
19	Students	Yes miss
20	Teacher	Robit, have you taken your paper ?
21	Robit	Yes miss
22	Teacher	Because I have search that and I can't found that. And then with me who else? Em..Lutfiana, Amalia, and Naya ?

Turn	Speaker	Expressions
		Amalia, when will you ? you will submit after Idul Adha? <i>hah..</i> Lutfiana ? when ?
23	Students	Tomorrow
24	Teacher	After Christmas ? Wildan ? next year? <i>Hm..</i> after graduation? It's oke! It's not a big problem for me, after graduation, and for the others where is the progress for your scientific writing, for the others ?
25	Students	Not yet! Zainab have done.
26	Teacher	Good! I believe Zainab good! The others !
27	Teacher	Have you been in chapter 2?
28	Zainab	Not yet
29	Teacher	Still in chapter one? and the boys ? Ahyar ? still chapter one? Have you concept your paper, so you still fell confusing ?
30	Students	.....
31	Teacher	a chapter one. And you, wildan, ?
32	Students	Mobile legend
33	Teacher	Pray chapter one. You will have a holiday. Holiday right tomorrow ?
34	Students	yes, no (there are students who said yes and no)
35	Teacher	or just waiting for the announcement ! I think will be free tomorrow, you can use that for composing or continue your assignment. No, <i>jalan-jalan</i> . Don't do that, even though there are so many assignments because I'm sure that you can do it. It is not a difficult thing to do. I was a student and I know how it felt to have so many assignment in a short time, so I will talk about the time management, I'm sure that you can do it ! <i>ya</i> . Don't delay ! the important thing that don't delay your work ! <i>ojo ditunda-tunda</i> . I

Turn	Speaker	Expressions
		know that you like to do that.
36	Students	Hehehe yes
37	Teacher	Ok, I would like to explain, actually I have make a power point, I just do like this this this ! so easy right ? <i>nah</i> , but because you know that you have a bad facility here, in your class.
38	Students	It is ok miss
39	Teacher	it is until <i>pritol-pritol</i> , because you like to <i>tekuk-tekut</i> ! So it's the problem
40	Students	No
41	Teacher	Which one ? which one ? this one right ?
42	Students	Yes
43	Teacher	It's ok, I will tell to our school about this, so it can be replaced soon. Ok, I would like to explain about banner and poster ! and then we can talk about discuss about the "cheerfulness" and then about the money of your class or " <i>kas</i> " and then the attendance list ya, I need for Muhajir, please, because the last meeting is the last Tuesday that I hope that you can give me the data of the attendance list of the students <i>ya</i> ! In one semester ? ok, on Tuesday. Like usual, because I need that or write down that in your final report.
44	Muhajir	Ok
45	Teacher	Ok, what do you know about banner and poster?
46	Students	Poster is....
47	Teacher	Poster is?
48	Students	About promoting
49	Teacher	<i>iya</i> , both of that are about promoting. Poster, banner also brochure, pamphlet, build board, megatron ? and then what

Turn	Speaker	Expressions
		else ?
50	Students	What is megatron?
51	Teacher	Megatron is like a billboard but there is a video on that. You know in Kudus ? I think in Jepara has or not ya ? no ya ? Kudus on the square that there is a big television?
52	Students	Yes
53	Teacher	That is a megatron or billboard, like that. I think Jepara hasn't have that. Oh I don't know. Oh on the way. You have that a billboard at home? Small billboard, a television. Right ? it's one of the tool of promoting, ok, so what is the different between poster with the others? Poster actually like a printed graphic, it consists of text or picture or the combination between picture and text, (<i>jadi apa namanya, poster itu bisa berupa tulisan, bisa juga berupa gambar atau perpaduan antara gambar dan tulisan</i>). Usually it is attached on the wall and it has contrast color or you have to make an interesting or eye catching poster. (<i>jadi dia memiliki warna yang kontras kalo poster, jadi bisa dia tulisan aja, gambar aja, atau perpaduan tulisan dan gambar, yang penting dia kontras, eye catching</i>) why? Poster might be eye catching ?
54	Students	To interest people.
55	Teacher	Why it should be interesting ? <i>biar menarik ? iya memang harus menarik, oke, kenapa kita harus makan? Why we have to eat ? iya biar kenyang, sebenarnya bukan harus kenyang, tapi to get a nutrition from the food. So that's</i>

Turn	Speaker	Expressions
		why we can eat right ? so we can do the activity and we get the energy from the food. Like that, so why is poster must be interesting ? or why should poster interesting ? or why must poster be interesting ?
56	Students	<i>ono rego ono rupo</i> (there is a price there is a face)
57	Teacher	<i>Iya</i> there is price there is a face, oh no, just joking, just joking. A.. because poster is different with brochure and pamphlet, what is the different ? poster is we stick on the wall and it is design to be seen passed by. What I mean here. (<i>Jadi poster itu kan ditempel di tembok dan dia di desain untuk dilihat sambil lalu,sambil jalan</i>) it is different with pamphlet, brochure, because we can read that, read brochure or pamphlet by sitting or standing, but poster is like we just passed by not just stand over there and read that text for. And it is designed while you walking to get the point or to get the message. In Indonesian (<i>poster itu di desain untuk sambil lau aja, jadi kita sambil liat sambil lalu kayak orang lewat, ngga perlu kayak pamphlet, brosur kan dia bisa sambil duduk atau bisa sambil berdiri, tapi kalo poster itu di desain untuk biar orang ynag hanya lewat itu dia bisa lihat, eh,, kayak apa tuh? Tapi secara lalu atau sambil naik motor dia sudah dapet infonya, sudah dapat pesannya. Kan poster itu dia bisa promosi produk, bisa promosi film, bisa apalagi ? propaganda , bisa tentang</i>

Turn	Speaker	Expressions
		<p><i>kayak berisi pesan-pesan seperti tema lingkungan “ jaga kebersihan” tema kesehatan, seumpamanya Do need your blood ? your blood is the source of the other life, jadi bisa berupa seperti selogan atau bujukan, iklan tapi yang dia tujuannya bukan untuk mempromosikan produk tapi kayak menjaga kebersihan, mendonasikan barang, jadi kamu sambil lewat itu sudah bisa nangkep, oh itu intinya itu, jadi pesannya harus dibuat sejelas mungkin supaya sambil lewatpun sudah paham maksudnya apa) if you make a poster, avoid to make it complicated one. (jadi kalau mau buat poster, jangan buat yang rumit2) intinya gimana, jadi kalo kamu lihat itu bisa langsung oh..ketika kamu baca sekilas itu maksudnya ini. Jangan bikin yang dilihatin terus kayak gini, you see that what is the purpose of this ? it is a confusing, sampe bingung, “ iki karepe opo?” ini karna di desain sambil lalu jadi jangan sampe kita masih bertanya2 atau belum jelas maksudnya.</i></p> <p>Eye catching, e.. oiya, what is the purpose of poster ? the purpose of the poster is to announce or to introduce kind of event. If you want to have a like a theater performance or your performance like 5 months ago your theater, what is the name of your theater?</p>
58	Students	<i>Pusaka</i>
59	Teacher	<i>yah Pusaka, you make a poster and you announce that there will be a theater performance that will be held on hall of</i>

Turn	Speaker	Expressions
		MA Hasyim Asy'ari <i>on blab la bla</i> , like that. and then for promotion, it can be a product or service or selling a product, it can also to promote a movie. Have you ever seen in a cinema?, you see that there is so many poster that promote a new movie or new film?
60	Students	Yes
61	Teacher	The closest one is we don't have because it's already burned, right ? in Kudus. (<i>kalo Jepara kan memang tidak ada</i>) perhaps someday, you will be a good a what is that ?
62	Students	Interpreneur?
63	Teacher	<i>ya,,</i> you have to build a big cinema, Islamic cinema, syar'I cinema
64	Students	Ohh
65	Teacher	So, there will be a room for boy and room for girl, and there a religious moral value or children movie, like that. And it is good right? For boys in the right side, and the girls is on the left side, so there will be no a couple or something like that. You know that, there a couple do that they like to sitting in the back.
66	Students	<i>yah</i> on the back
67	Teacher	How do you know? Have you ever ?
68	Students	No
69	Teacher	<i>Yah</i> , they like to sit down on the back to do their homework, like biology and chemistry. There is a school assignment because they are very diligent and they are done that in the cinema. <i>Nah</i> , ok this is the example of poster and I am sure that you have known that. This is the

Turn	Speaker	Expressions
		example of poster, and actually I want to Nah it is a good poster, “ <i>gudang galau, pria punya masalah</i> ” what is the problem of <i>pria</i> ?
70	Students	Woman
71	Teacher	Because woman is complicated, many man said that woman is complicated
72	Students	No
73	Teacher	Yes, because you say yes but in your heart you say No, you say No but your heart you say Yes. It is a woman, right ?
74	Students	Yes miss
75	Teacher	I know that because I woman. Ok, any question about poster ?
76	Students	No
77	Teacher	Next is banner. What is banner?
78	Students	Banner is....
79	Teacher	Indonesian? In Indonesian please!
80	Students	.....
81	Teacher	If you have read that so I ask you to make a conclusion. so what is banner ?
82	Students	<i>Tulisan....</i>
83	Teacher	<i>heeh, kalo itu tulisan yang “harap tenang, ada Ujian” what is that ? itu mencolok atau menarik ? bukan seperti kamu lihat, oh menarik sekali tulisan ini ? how can ?</i>
84	Students	It is like a poster
85	Teacher	No, that is banner, remember that poster is actually stick in the wall <i>dan ukurannya lebih kecil. Tulisan “harap tenang, ada ujian” itu banner namanya. Like your theater performance you have made a banner right?</i>
86	Students	There is no miss.

Turn	Speaker	Expressions
87	Teacher	or in <i>Keramat</i> dance, you see the banner right ? in front of the hall
88	Students	Oh yes
89	Teacher	You watch that ?
90	Students	Yes
91	Teacher	Did you go home or you are sleep here ?
92	Students	No miss, I slept in masjid An-Nur ?
93	Teacher	Have you ask your mom permission ?
94	Students	No
95	Teacher	Ok, that is banner. <i>Terus ada tulisan "harap tenang ada anak-anak, harap tenang ada anak imersi lewat "</i> be aware eleventh science immersion stay away or go away ". <i>Selamat datang or jangan datang kelas 11 imersi IPA,sambutan kayak gitu ka nada, banner it juga ada yang seperti berdiri itu loh, yang ada "cagak" nya. Dulu</i> it use to be a long street, <i>itu dulu, tapi sekarang</i> we come to modern era, so there is not only a landscape but also a portrait in computer. (<i>jadi</i> , it is for promoting for example,)
96	Students	What is like " <i>tambal ban</i> " can it be an example of banner miss ?
97	Teacher	No it's not a banner, remember that it's printed ya! Are you printed that?
98	Students	No
99	Teacher	It is eye catching? No, it is billboard because permanent. The differences between bulihow and billboard are biildboard is permanent but bullyhow is not. How could you take that ?
100	Students	<i>Kan bisa dilihat sambil jalan miss</i>
101	Teacher	if we talk about logically, it is not only

Turn	Speaker	Expressions
		<p>what shop that you see that while you walking it also like <i>cilok cilor</i> and other <i>jual cilok jual cilor/sotong</i> and then <i>tahu walik</i>, it is a poster? And then also, a what is that like the written like <i>puskesmas</i>, is it a poster ? and then when I see you that you wear a T-shirt that there is a written something like “I’m cute, for example, It is a poster also ? No! and <i>warung</i>, you see the <i>warung</i> that written “<i>pecel lele</i>” it is a poster? No right ? everything you see that we can see oh it is a poster, hey it is convey a meaning or message. “ oh there is a message in <i>tambal ban miss</i>” that we can go there if we are tired, think logically please! Or in toilet ya, “<i>WC</i>” it is a poster ? you can see while walking , “oh there is toilet for taking a bath or take e pile or something like that. Is that a poster ? if you see that there is a poster please explain to me! Don’t we joking, and please be normal!</p>
102	Students	<i>Hehe</i> no miss
103	Teacher	<p>And then, what else? This is the example of banner “wood environment day” and then the other example, <i>oh..</i> is that a banner over there? MTs. Hasyim Asy’ari in front of your school that promote a school for the new comer or the new students. Any question about banner ?</p>
104	Students	No
105	Teacher	<p>If there is no question, I will ask you think about a poster. I will talk about poster what about a written poster is the most suitable one that can be attach in our school. think it, and I will give you five</p>

Turn	Speaker	Expressions
		minutes to think and I will ask you one by one and then answer the reason. "I will write a poster about <i>blab la bla..</i> because <i>bla bla bla,</i> " for example you can say poster like em.. you know that many late comer here, right ?
106	Students	Yes, like Syifa
107	Teacher	Like Syifa, you are the late comer?
108	Syifa	No mom
109	Teacher	But your friends say that. 2 million students can't lie. A for example "later comers, good bye" what that is mean that many late comers are not allow to get in to our school, so if you come late, good bye! Or "later comers, forget your school" for example like that, so it can be anything, you think that a kind of poster that suitable or should be or must be attach in our school or you can attach in a our school wall. (<i>piker yang cocok</i> , poster), five minutes.
110	Students	Oh my God
111	Teacher	and the reason ya,
112	Students	Yes mom
113	Teacher	Have you done ?
114	Students	Not yet mom
115	Teacher	Ok, while waiting for you I will play song. Oh, there is no speaker ya ?
116	Student (Umi)	There is mom
117	Teacher	ok thank you. Any request for the song?
118	Students	Up to you mom (playing song)
119	Teacher	Have done ?
120	Students	Yes
121	Teacher	ok I will call, and I will check it with

Turn	Speaker	Expressions
		score (a your psychomotoric score) it is for replacing like I asked you to make a recount but we don't have any time for doing that, so it is for replacing that. Muhajir, come forward please ! only telling and what is the reason. Its oke, it is not the first time you come forward right ? ok,
122	Muhajir	<i>Assalamualaikum</i>
123	All	<i>Walaikumsalam</i>
124	Muhajir	I would like to present a my poster "Turn our toilet, because our toilet is a beautiful place "
125	Teacher	Wow! good! Brilliant! Awesome!
126	Muhajir	We will be happy and fun there.
127	Teacher	What is inspiring you? Or why you do that poster ?
128	Muhajir	Because everyday I go to the toilet, everyday I see many rubbish there and I am mnot happy with that situation
129	Teacher	Ok, you need a fun place for doing that, right ?
130	Muhajir	Yes mom
131	Teacher	Thank you Muhajir, give a plause please !, give a plause please !, Widya ? we need to finish it
132	Widya	Using rainbow shoes for a spirit running in the yard
133	Teacher	Slow down please !
134	Widya	Using rainbow shoes for a spirit running in the yard. we must use a rainbow shoes not a talent shoes for ...
135	Teacher	Running ? for triggering ? trigger is a <i>membangkitkan atau memicu</i> . What do you want to say ? obeying?
136	Widya	Yes, obeying the role

Turn	Speaker	Expressions
137	Teacher	Ok thank you, good ! Akhyar?
138	Akhyar	<i>Assalamualaikum</i>
139	All	<i>Walaikumsalam</i>
140	Akhyar	Toilet is for bathing not for smoking!
141	Teacher	Oh, I see, the reason ?
142	Akhyar	Because I see so many students who are smoking in the toilet
143	Teacher	What picture will be there ? if you need a picture, what a picture?
144	Akhyar	Cigarette and we giving a cross.
145	Teacher	Thank you Akhyar. Oke, Lisa ?
146	Lisa	Respect your teacher, save your future!
147	Teacher	Good! Awesome. And for the boys like toilet. The reason?
148	Lisa	<i>masa depan itu saking ridhone guru</i>
149	Teacher	In English please !
150	Lisa	Because in this era, many students that are not respect with the teacher.
151	Teacher	Ok, that's good ! next is Rouf
152	Rouf	<i>Assalamualaikum</i>
153	All	<i>Walaikumsalam</i>
154	Rouf	Respect the teacher, God bless you!
155	Teacher	Ok, good! And the reason ?
156	Rouf	Because, teacher is the second parents and they makes us be better, useful people and successful people. nice, next is Umy
157	Umy	pay your debt to all your friend
158	Teacher	Why you see Wildan ?
159	Umy	Yes because he have so many debt.
160	Teacher	In the canteen ? on this friend ? <i>Astaghfirullah 'ahim..</i>
161	Umy	Because your debt will follow you until you die.
162	Teacher	That's right, good! I hope that you keep it

Turn	Speaker	Expressions
		in your mind. And the reason?
163	Umy	Because the debt will follow you
164	Teacher	Thank you Umy. Give a plause! Ok, Wildan, don't pay your debt, your debt is your friends kindness. Don't pay that! Ok, come forward!
165	Wildan	Don't leave your lesson in the class. Because I often see the students are sleeping in the class. If we want to be good students, we have to remember, our study is our assignment
166	Teacher	Including you ? are you one of them ? so, you talk by yourself. Actually you talk to yourself right ?
167	Wildan	Yes
168	Teacher	I hope that you will be better and not doing that again. Ok thank you. Next is Maulida
169	Maulida	Keep your creative finger with loving your table. Because many students like drawing on the table.
170	Teacher	Ok, thank you Maulida, good! next is Amalia
171	Amalia	Sleep on the lesson will break your future. Because thereare many students that always sleep in the lesson
172	Students	Amalia is included miss
173	Teacher	So, she talk to herself? It is based on your own experience, right ?
174	Amalia	Yes
175	Teacher	So you share it. Ok good! Give a plouse! And then who else? Luluk !
176	Luluk	<i>Assalamualaikum</i>
177	All	<i>Walaikumsalam</i>
178	Luluk	Give your shoes parfum because your shoes is so scent

Turn	Speaker	Expressions
179	Teacher	Repeat please, repeat !
180	Luluk	Give your shoes parfume, because your shoes is so scent
181	Teacher	Scent is not “bau”. “smell” is the suitable one. The reason?
182	Luluk	Because my friend is sell the parfum
183	Teacher	Oh, so you promote it. Ok, please buy one get three ! ok thank you Luluk, next, Zainab!
184	Zainab	..... (too slow and too fast, the researcher didn't catch it)
185	Teacher	Hey.. don't do that ! yah I see that clearly here, ok thank you, awesome ! you like playing right ?
186	Students	She is too mom
187	Teacher	Oh, you too? It means that all of you. Ok, thank you Zainab, please give applause ! next, Syifa!
188	Students	Melia mom
189	Teacher	Oh Syifa is melia ? who is Dilan here ?
190	Students	Dilan is her boyfriend
191	Teacher	So, he is next student? What class?
192	Students	Eleventh IPS 2.
(the bell is ringing and there are a news announce by the teacher on the speaker then continued by praying together lead by the teacher from the office)		
193	Teacher	Ok, tomorrow is holiday! Ok continue!
194	Syifa	Breakfast first, so they can't hungry
195	Teacher	That is clear right ? <i>bok yo lebih</i> more interesting ! for example want to build your future? Breakfast first! It's ok lah, good! Thank you. Time is up right ? it's ok! Ok next we will continue. Arzeti!
196	Arzeti	..... (too slow and too fast, the researcher didn't catch it)
197	Teacher	So, have you wondered why many <i>sudut</i>

Turn	Speaker	Expressions
		can sleep slowly at class?
198	Arzeti	Yes actually mom
199	Teacher	<i>Yah</i> you are right, this is not badroom so you are not allowed to sleep here. Ok, thank you Arzeti ! give applause please ! Nice ! Next, Nuril Khafidhotul
200	Nuril	<i>Assalamualaikum</i>
201	All	<i>Walaikumsalam</i>
202	Nuril	Don't plagiarism or you will die !
203	Teacher	The reason?
204	Nuril	Because I see that many students always do plagiarism.
205	Teacher	Ok, thank <i>you</i> , next is Asiyah!
206	Aisyah	Do your picket to keep our school !
207	Teacher	So, syifa please, wake up ! Realize that it is about responsibility!
208	Syifa	Yes mom!
209	Teacher	Ok, you are included in this class, so you are part of this class, please help your friends! You said that you like clean toilet right ? so how about class ? you also like clean class right ? so you have to participated in cleaning. So, the reason ?
210	Aisyah	The reason is many students are don't participate on working picket.
211	Teacher	Ok, thank you, Asiyah! Give applause! next is Syamita!
212	Syamita	Keep your finger on the book not on the wall. Because if writing or drawing on the wall can make dirty and not beautiful and if you write like make a poem or drawing in the book so it can make achievement to yours.
213	Teacher	Ok good! Next is Miftahul!

Turn	Speaker	Expressions
214	Miftahul	Don't play mobile legend because it is delay the assignment.
215	Teacher	It is your own experience right? Personal experience
216	Miftahul	Yes
217	Teacher	And then the reason?
218	Miftahul	because my friend and I like playing ...
219	Teacher	What do you want to say ?
220	Miftahul	If we play game, we fell more interested and want to try to play again
221	Teacher	Oh.. you get addicted !
222	Miftahul	Yes, because if you are addicted you can delay your task
223	Teacher	Ok thank you, next Arina!
224	Arina	..... (too slow and too fast, the researcher didn't catch it)
225	Teacher	So they need to know that right ? they need to know that they should respect the teacher. Yes, ok thank you, good! Give applause ! next is Ita! Come on
226	Ita	Run away make your bad future! Because I see that there are students that run away
227	Teacher	Ok thank you Ita, ok please the last Lutfiana !
228	Lutfiana	The lesson will run away if you sleep in the class! Because it is same with you are not respect with your teacher. sleeping in the class is only spend the time
229	Teacher	But it is not bedroom like Arzeti's said ya! Thank you give applause! Ok I realize that you can see. <i>Stt.</i> , please be quite n please keep silent for a while! Here, I see that you can criticize your

Turn	Speaker	Expressions
		environment or your surrounding that we need kind of a you see that there is something that to be fixed here, or many thing that to be fixed here and you may start or you should start that from you, yourself. “Don’t sleep here”, so you start on yourself or make the toilet a bedroom clean is start on yourself or don’t run away or something like that is start from you ! everything that you want someone to do let’s start it from yourself so the others will follow you or join you, you asked them to do that but you don’t do that it means that you are not serious or you just complaining then you not do the thing that you want the others do, right ? ok,any question ?
230	Students	No
231	Teacher	e... how about the cheerfulness ? we still do that or don’t ?
232	Students	Do
233	Teacher	What kind of cheerfulness it is like a togetherness or different ? any idea or something ?
234	Students	May be yes
235	Teacher	Ok, you will do that in the last day when your parents taking your raport or with or without your parents, and this is formal or informal ?
236	Students	Informal
237	Teacher	oh, so on the holiday ? is it on the holiday you plan it will be held on holiday or not in holyday ? after test ?
238	Students	after final report
239	Teacher	it means that holiday, right? Or on the day off? You get your final report on the

Turn	Speaker	Expressions
		day, in your mind! Your plan ?
240	Students	Holiday mom
241	Teacher	Or we can do that after you are taking your final report. Don't forget to pay your "kas" because it can be used for "hunting tourist" agenda. Ok I think that's all, thank you for your time that you have to go home. I think that you are happy. I think that's all for today, thank you. Good luck for your semester test! And <i>Assalamualaikum Wr. Wb</i>
242	Students	<i>Walaikumsalam wr.wb</i>

Appendix 4

Teacher's Scaffolding Talk and Teacher's Main talk

Turn	Speaker	Expressions	Scaffolding talk
1	Teacher	<i>Assalamualaikum</i>	
2	Students	<i>Walaikumsalam</i>	
3	Teacher	Good afternoon students	
4	Students	Good afternoon Mom	
5	Teacher	How are you today ?	
6	Students	I'm fine, and you?	
7	Teacher	I'm fine too thank you. Before we start our lesson today, I would like to check your present. I see that there are so many students are absence right? Because there are only four boys, here. Ok, let me check, Ahmad Muhajir? Asiyah ? Hanaya ?	
8	Student	Hanaya is absent mom, about 2 days ago	
9	Teachers	Mita? Naila? Luluk ? Lutfiana ? Maulida ? Miftahul ? Nur Husnainin? Nurul Latifah ?	
10	Students	Absent mom	
11	Teachers	Oh, since Mr. Mansur class, yesterday absence or not ?	Oh, since Mr. Mansur class, is she absence yesterday ?
12	Students	No	
13	Teacher	Hamita ? Tasya ?	13.1 I would like to

Turn	Speaker	Expressions	Scaffolding talk
		Widya? Ok, here I would like to give the material for semester test; because of this is the last meeting. Actually, there are some material that I don't have discuss with ya, but before that I will finish the material that I need to explain to you. Please, clean the white board !	give the material for semester test; 13.2 Please, clean the white board !
14	Students	Syifa miss, Syifa <i>ndak mau piket o miss !</i>	
15	Teacher	Ok, I will explain orally, clean the white board please! The materials for semester test.. (teacher is writing on the white board)	I will explain orally
16	Teacher	ok, while waiting for you write down this, so the question is like a usual like the midterm test there will be 35 multiple choice and 10 essay, ya. And remember please write down or answer all the essay all the question and I will give you a bonus. And then which one the material that I	16.1 Ok, while I am waiting for you to write down this, 16.2 so, the question is like the midterm test 16.3 it will be 35 multiple choice and 10 essay 16.4 and remember 16.5 please write down or answer all the questions of essay!

Turn	Speaker	Expressions	Scaffolding talk
		haven't explain, Banner and poster right?	16.6 It could be : And then which one the material that I haven't explained, 166.7 Banner and poster, aren't they?
17	Students	Yes	
18	Teacher	Ok, in essay there will be a question that ask you to make some functional text here if not a banner there will be a poster, so one of them. Just make it. Make it beautifully!. Banner and poster. Don't forget about your scientific writing please !	18.1 ok, in essay it will be a question 18.2 that ask you to make some functional text 18.3 if not a banner, it will be a poster 18.4 just make it 18.5 make it beautifully 18.6 don't forget about your scientific writing please!
19	Students	Yes miss	
20	Teacher	Robit, have you taken your paper ?	Robit, have you taken your paper ?
21	Robit	Yes miss	
22	Teacher	Because I have searched that and I can't found that. And then with me who else? Em..Lutfiana, Amalia, and Naya ? Amalia, when will you ? you will submit after Idul Adha? <i>hah..Lutfiana ? when ?</i>	
23	Students	Tomorrow	
24	Teacher	After Christmas ?	And for the others,

Turn	Speaker	Expressions	Scaffolding talk
		Wildan ? next year? Hm.. after graduation? It's oke! It's not a big problem for me, after graduation, and for the others where is the progress for your scientific writing, for the others ?	where is the progress of your scientific writing?
25	Students	Not yet! Zainab have done.	
26	Teacher	Good! I believe Zainab good! The others !	
27	Teacher	Have you been in chapter 2?	have you been in chapter 2?
28	Zainab	Not yet	
29	Teacher	Still in chapter one ? and the boys ? Ahyar ? still chapter one? Have you concept your paper, so you still fell confusing ?	Have you concepted your paper?
30	Students	.....
31	Teacher	a chapter one. And you, wildan, ?	
32	Students	Mobile legend	
33	Teacher	Pray chapter one. You will have a holiday. Holiday right tomorrow ?	It could be: is tomorrow holiday?
34	Students	Yes, no (there are students who said yes and no)	
35	Teacher	Or just waiting for the announcement ! I think will be free tomorrow,	35.1 you can use that for composing or continuing your

Turn	Speaker	Expressions	Scaffolding talk
		you can use that for composing or continue your assignment. No, <i>jalan-jalan</i> . Don't do that, even though there are so many assignment because I'm sure that you can do it. It is not a difficult thing to do. I was a student and I know how it felt to have so many assignment in a short time, so I will talk about the time management, I'm sure that you can do it ! ya. Don't delay ! the important thing that don't delay your work ! <i>ojo ditunda-tunda</i> . I know that you like to do that.	assignment 35.2 don't do that 35.3 the important thing that don't delay your work
36	Students	<i>Hehehe</i> yes	
37	Teacher	Ok, I would like to explain, actually I have make a power point, I just do like this this this ! so easy right ? nah, but because you know that you have a bad facility here, in your class.	37.1 I would like to explain 37.2 it could be: so easy, isn't it?
38	Students	It is ok miss	
39	Teacher	it is until <i>prtil-prtil</i> ,	

Turn	Speaker	Expressions	Scaffolding talk
		because you like to <i>tekuk-tekut!</i> So it's the problem	
40	Students	No	
41	Teacher	Which one ? which one ? this one right ?	
42	Students	Yes	
43	Teacher	It is ok, I will tell to our school about this, so it can be replaced soon. Ok, I would like to explain about banner and poster ! and then we can talk about discuss about the "cheerfulness" and then about the money of your class or " <i>kas</i> " and then the attendance list <i>ya</i> , I need for Muhajir, please, because the last meeting is the last Tuesday that I hope that you can give me the data of the attendance list of the students <i>ya!</i> In one semester ? ok, on Tuesday. Like usual, because I need that or write down that in your final report.	43.1 ok I would like to explain about banner and poster 43.2 It could be : Muhajir, give me the data of attendance list of the students in one semester
44	Muhajir	Ok	
45	Teacher	Ok, what do you know	ok, what do you know

Turn	Speaker	Expressions	Scaffolding talk
		about banner and poster?	about banner and poster?
46	Students	Poster is....	
47	Teacher	Poster is?	
48	Students	About promoting	
49	Teacher	<i>Iya</i> , both of that are about promoting. Poster, banner also brochure, pamphlet, build board, megatron ? and then what else ?	It could be : yes, both of that are about promoting
50	Students	What is megatron?	
51	Teacher	Megatron is like a billboard but there is a video on that. You know in Kudus ? I think in Jepara has or not <i>ya</i> ? <i>no ya</i> ? Kudus on the square that there is a big television?	Megatron is like a billboard but there is a video on that
52	Students	Yes	
53	Teacher	that is a megatron or billboard, like that. I think Jepara hasn't have that. Oh I don't know. Oh on the way. You have that a billboard at home? Small billboard, a television. Right ? it's one of the tool of promoting, ok, so what is the different between poster with the others? Poster actually like a printed graphic, it's	53.1 that is a megatron or billboard 53.2 I think Jepara hasn't have that. 53.3 You have a small a billboard in your home 53.4 it could be: that is television 53.5 isn't is? 53.6 it is one of the tool of promotion 53.7 ok, so what is the different between oster with the others?

Turn	Speaker	Expressions	Scaffolding talk
		<p>consists of text or picture or the combination between picture and text, (<i>jadi apa namanya, poster itu bisa berupa tulisan, bisa juga berupa gambar atau perpaduan antara gambar dan tulisan</i>). Usually it is attached on the wall and it has contrast color or you have to make an interesting or eye catching poster. (<i>jadi dia memiliki warna yang kontras kalo poster, jadi bisa dia tulisan aja, gambar aja, atau pepaduan tulisan dan gambar, yang penting dia kontras, eye catching</i>) why? Poster might be eye catching ?</p>	<p>53.8 poster is like a printed graphic 53.9 It could be : and it consists of text or picture or the combination between text and picture. 53.10 usually it is attached on the wall 53.11 and it has a contrast color 53.12 or you have to make an interesting or eye catching poster 53.13 It could be : why should poster be eye catching?</p>
54	Students	To interest people.	
55	Teacher	<p>Why it should be interesting? <i>biar menarik ? iya memang harus menarik, oke, kenapa kita harus makan? Why we have to eat ? iya biar kenyang, sebenarnya bukan harus kenyang,</i></p>	<p>55.1 it could be: why should it be interesting? 55.2 itcould be: what is the reason why we must eat? 55.3 so that is the reason 55.4 that we can eat</p>

Turn	Speaker	Expressions	Scaffolding talk
		<i>tapi</i> to get a nutrition from the food. So that's why we can eat right ? so we can do the activity and we get the energy from the food. Like that, so why is poster must be interesting ? or why should poster interesting ? or why must poster be interesting ?	55.5 it could be: isn't it? 55.6 so we can do the activity and get the energy from the food 55.7 so, why is poster must be interesting?
56	Students	<i>ono rego ono rupo</i> (there is a price there is a face)	
57	Teacher	<i>iya</i> there is price there is a face, oh no, just joking, just joking. A.. because poster is different with brochure and pamphlet, what is the different ? poster is we stick on the wall and it is design to be seen passed by. What I mean here. (<i>Jadi poster itu kan ditempel di tembok dan dia di disain untuk dilihat sambil lalu, sambil jalan</i>) it is different with pamphlet, brochure, because we can read that, read brochure or pamphlet	57.1 because poster is different with brochure and pamphlet 57.2 what is the different ? 57.3 poster is sticking on the wall 57.4 and it has a simple design 57.5 it could be: it is different with pamphlet and brochure 57.6 It could be : because we can read brochure and pamphlet by sitting or standing 57.7 It could be: but a poster is quickly captured a meaning 57.8 It could be: and it

Turn	Speaker	Expressions	Scaffolding talk
		<p>by sitting or standing, but poster is like we just passed by not just stand over there and read that text for. And it is designed while you walking to get the point or to get the message. In Indonesia (<i>poster itu di desain untuk sambil lau aja, jadi kita sambil liat samil lalu kayak orang lewat, ngga perlu kayak pamphlet, brosur kan dia bisa sambil duduk atau bisa sambil berdiri, tapi kalo poster itu di desain untuk biar orang ynag hanya lewat itu dia bisa lihat, eh,, kayak apa tuh? Tapi secara lalu atau sambil naik motor dia sudah dapet infonya, sudah dapat pesannya. Kan poster itu dia bisa promosi produk, bisa promosi film, bisa apalagi ? propaganda , bisa tentang kayak berisi pesan-pesan seperti tema lingkungan “ jaga kebersihan” tema kesehatan,</i></p>	<p>is designed while you walk to get the point 57.9 if you make a poster 57.10 It could be: avoid making it complicated one 57.11 what is the purpose of poster? 57.12 it could be : the purpose of poster is to announce or to introduce event 57.13 what is the name of your theater?</p>

Turn	Speaker	Expressions	Scaffolding talk
		<p><i>seumpamanya Do need your blood ? your blood is the source of the other life, jadi bisa berupa seperti selogan atau bujukan, iklan tapi yang dia tujuannya bukan untuk mempromosikan produk tapi kayak menjaga kebersihan, mendonasikan barang, jadi kamu sambil lewat itu sudah bisa nangkep, oh itu intinya itu, jadi pesannya harus dibuat sejelas mungkin supaya sambil lewatpun sudah paham maksudnya apa) if you make a poster, avoid to make it complicated one. (jadi kalau mau buat poster, jangan buat yang rumit2) intinya gimana, jadi kalo kamu lihat itu bisa langsung oh..ketika kamu baca sekilas itu maksudnya ini. Jangan bikin yang dilihatin terus kayak gini, you see that what is the purpose of this ? it is a confusing, sampe</i></p>	

Turn	Speaker	Expressions	Scaffolding talk
		<p><i>bingung, “ iki karepe opo?” ini karna di desain sambil lalu jadi jangan sampe kita masih bertanya2 atau belum jelas maksudnya.</i></p> <p>Eye catching, e.. oiya, what is the purpose of poster ? the purpose of the poster is to announce or to introduce kind of event. If you want to have a like a theater performance or your performance like 5 months ago your theater, what is the name of your theater?</p>	
58	Students	<i>Pusaka</i>	
59	Teacher	<p><i>Yah Pusaka, you make a poster and you announce that there will be a theater performance that will be held on hall of MA Hasyim Asy'ari on bla bla bla, like that. and then for promotion, it can be a product or service or selling a product, it can also to promote a movie. Have you ever seen in a cinema?, you see that there is so many poster</i></p>	<p>59.1 yea, you make a poster 59.2 and you announce that 59.3 It could be : it will be a theater performance 59.4 It could be: that it held on the hall of MA. Hasyim Asy'ari 59.5 and then, for promotion, it can be a product or service or selling a product 59.6 it can also to promote a movie</p>

Turn	Speaker	Expressions	Scaffolding talk
		that promote a new movie or new film?	
60	Students	Yes	
61	Teacher	The closest one is we don't have because it's already burned, right ? in Kudus. (<i>kalo Jeparakan memang tidak ada</i>) perhaps someday, you will be a good a what is that ?	
62	Students	Interpreneur?	
63	Teacher	ya,, you have to build a big cinema, Islamic cinema, syar'I cinema	
64	Students	Ohh	
65	Teacher	So, there will be a room for boy and room for girl, and there a religious moral value or children movie, like that. And it is good right? For boys in the right side, and the girls is on the left side, so there will be no a couple or something like that. You know that, there a couple do that they like to sitting in the back.	It could be: So it will be a room for boys and a room for girls and there are a religious moral value or children movie
66	Students	yah on the back	
67	Teacher	How do you know? Have you ever ?	67.1 How do you know? 67.2 have you ever?

Turn	Speaker	Expressions	Scaffolding talk
68	Students	No	
69	Teacher	<p><i>Yah</i>, they like to sit down on the back to do their homework, like biology and chemistry. There is a school assignment because they are very diligent and they are do that in the cinema. <i>Nah</i>, ok this is the example of poster and I am sure that you have known that. This is the example of poster, and actually I want to</p> <p><i>Nah</i> it is a good poster, "<i>gudang galau, pria punya masalah</i>" what is the problem of <i>pria</i> ?</p>	<p>69.1 <i>nah</i>, ok this is the example of poster</p> <p>69.2 what is the problem of man?</p>
70	Students	Woman	
71	Teacher	Because woman is complicated, many man said that woman is complicated	
72	Students	No	
73	Teacher	Yes, because you say yes but in your heart you say No, you say No but your heart you say yes. It is a woman, right ?	
74	Students	Yes miss	
75	Teacher	I know that because I woman. Ok, any question about poster ?	

Turn	Speaker	Expressions	Scaffolding talk
76	Students	No	
77	Teacher	Next is banner. What is banner?	What is banner?
78	Students	Banner is....	
79	Teacher	Indonesian ? in Indonesian please!	It could be: explain in Indonesian, please!
80	Students	.....
81	Teacher	If you have read that so I ask you to make a conclusion. So what is banner ?	So what is banner?
82	Students	<i>Tulisan....</i>	
83	Teacher	<i>heeh, kalo itu tulisan yang "harap tenang, ada Ujian" what is that ? itu mencolok atau menarik ? bukan seperti kamu lihat, oh menarik sekali tulisan ini ? how can ?</i>	It could be : for example " harap tenang ada ujian", what is that?
84	Students	It is like a poster	
85	Teacher	No, that is banner, remember that poster is actually stick in the wall <i>dan ukurannya lebih kecil. Tulisan "harap tenang, ada ujian" itu banner namanya. Like your theater performance you have made a banner right?</i>	85.1 no, that is banner 85.2 like your theater performance, you have made a banner 85.3 haven't you?
86	Students	There is no miss.	
87	Teacher	Or in <i>Keramat</i> dance, you see the banner	It could be : or in keramat dance, did you

Turn	Speaker	Expressions	Scaffolding talk
		right ? in front of the hall	see the banner in front of the hall?
88	Students	Oh yes	
89	Teacher	You watch that ?	It could be : did you watch that?
90	Students	Yes	
91	Teacher	Did you go home or you sleep here ?	91.1 did you go home? 91.2 or are you sleep here?
92	Students	No miss, I slept in masjid An-Nur ?	
93	Teacher	Have you asked your mom permission ?	have you ask your mom permission ?
94	Students	No	
95	Teacher	ok, that is banner. <i>Terus ada tulisan "harap tenang ada anak-anak, harap tenang ada anak imersi lewat " be aware eleventh science immersion stay away or go away ". Selamat datang or jangan datang kelas 11 imersi IPA, sambutan kayak gitu ka nada, banner it juga ada yang seperti berdiri itu loh, yang ada "cagak" nya. Dulu it used to be a long street, itu dulu, tapi sekarang we come to modern era, so there is not only a landscape</i>	ok, that is banner.

Turn	Speaker	Expressions	Scaffolding talk
		but also a portrait in computer. (<i>jadi, it is for promoting for example,)</i>	
96	Students	What is like "tambal ban" can it be an example of banner miss ?	
97	Teacher	No it's not a banner, remember that it's printed ya! Are you printed that?	97.1 no it is not a banner 97.2 remember that 97.3 it is printed 97.4 are you printed that?
98	Students	No	
99	Teacher	It is eye catching ? No, it is build board because permanent. The differences between bulihow and billboard are billboard is permanent but bullyhow is not. How could you take that ?	99.1 It could be : is it eye catching? 99.2 no it is billboard 99.3 because it is permanent 99.4 how could you take that?
100	Students	<i>Kan bisa dilihat sambil jalan miss</i>	
101	Teacher	If we talk about logically, it is not only what shop that you see that while you walking it also like <i>cilok cilor</i> and other <i>jual cilok jual cilor/sotong</i> and then <i>tahu walik</i> , it is a poster? And then also,	101.1 if we talk about logically 101.2 it could be: it is not a shop 101.3 that you see while you walk 101.4 It could be: it is also like <i>cilok cilor</i> and others

Turn	Speaker	Expressions	Scaffolding talk
		<p>a what is that like the written like <i>puskesmas</i>, is it a poster ? and then when I see you that you wear a T-shirt that there is a written something like “I’m cute, for example, It is a poster also ? No! and <i>warung</i>, you see the <i>warung</i> that written “<i>pecel lele</i>” it is a poster? No right ? everything you see that we can see oh it is a poster, hey it is convey a meaning or message. “ oh there is a message in <i>tambal ban</i> miss” that we can go there if we we are tired, think logically please! Or in toilet ya, “<i>WC</i>” it is a poster ? you can see while walking , “oh there is toilet for taking a bath or take e pile or something like that. Is that a poster ? if you see that there is a poster please explain to me! Don’t we joking, and please be normal!</p>	<p>101.5 it could be is it a poster? 101.6 It could be: and also, the written like “<i>puskesmas</i>” is it a poster? 101.7 and then, when I see you wear a t-shirt that there is a written “I am cute” for example 101.8 It could be : and “<i>warung pecel</i>”, is that a poster? 101.9 Think logically please 101.10 Is that a poster? 101.11 Please explain to me!</p>
102	Students	Hehe no miss	
103	Teacher	And then, what else? This is the example of	103.1 It could be: oh, is the banner over

Turn	Speaker	Expressions	Scaffolding talk
		banner “wood environment day” and then the other example, oh.. is that a banner over there? MTs. Hasyim Asy’ari in front of your school that promote a school for the new comer or the new students. Any question about banner ?	there, in front of your school? 103.2 It could be: it is promote a school for the new students
104	Students	No	
105	Teacher	If there is no question, I will ask you think about a poster. I will talk about poster what about a written poster is the most suitable one that can be attach in our school. think it, and I will give you five minutes to think and I will ask you one by one and then answer the reason. “I will write a poster about <i>bla bla bla..</i> because <i>bla bla bla,</i> ” for example you can say poster like <i>em..</i> you know that many later comers here, right ?	105.1 think it 105.2 it could be: and then. Give the reason! 105.3 you know thatmany come later, here 105.4 it could be: don’t you
106	Students	Yes, like Syifa	
107	Teacher	Like Syifa, you are the later comer?	It could be: like Syifa, are you the late comer?

Turn	Speaker	Expressions	Scaffolding talk
108	Syifa	No mom	
109	Teacher	But your friends say that. 2 million students can't lie. A for example "later comer, good bye" what that is mean that many later comers are not allow to get in to our school, so if you come late, good bye! Or "later comers, forget your school" for example like that, so it can be anything, you think that a kind of poster that suitable or should be or must be attach in our school or you can attach in a our school wall. (<i>piker yang cocok</i> , poster), five minutes.	109.1 for example "later comer, good bye" what that is mean that many come later are not allow to get in to our school. 109.2so it can be anything
110	Students	Oh my God	
111	Teacher	and the reason ya,	
112	Students	Yes mom	
113	Teacher	Have you done ?	have you done ?
114	Students	Not yet mom	
115	Teacher	Ok, while waiting for you I will play song. Oh, there is no speaker ya ?	
116	Student (Umi)	There is mom	
117	Teacher	Ok thank you. Any request for the song?	
118	Students	Up to you mom	

Turn	Speaker	Expressions	Scaffolding talk
(playing song)			
119	Teacher	Have done ?	
120	Students	Yes	
121	Teacher	Ok I will call, and i will check it with score (a your psychomotoric score) it is for replacing like I asked you to make a recount but we don't have any time for doing that, so it is for replacing that. Muhajir, come forward please ! only telling and what is the reason. Its oke, its not the first time you come forward right ? ok,	121.1 it could be: it is for replacing your score 121.2 It could be: when I asked you to make a recount text 121.3 Muhajir, come forward please !
122	Muhajir	<i>Assalamualaikum</i>	
123	All	<i>Walaikumsalam</i>	
124	Muhajir	I would like to present a my poster "Turn our toilet, because our toilet is a beautiful place "	
125	Teacher	Wow ! good! Brilliant! Awesome!	
126	Muhajir	We will be happy and fun there.	
127	Teacher	What is inspiring you? Or why you do that poster ?	It could be : why do you do that poster?
128	Muhajir	Because everyday I go to the toilet, everyday I see many rubbish there and I am mnot happy	

Turn	Speaker	Expressions	Scaffolding talk
		with that situation	
129	Teacher	Ok, you need a fun place for doing that	It could be: you need a fun place for doing that
130	Muhajir	Yes mom	
131	Teacher	Thank you Muhajir, give a plause please !, give a plause please !, Widya ? we need to finish it	Give applause please!
132	Widya	Using rainbow shoes for a spirit running in the yard	
133	Teacher	Slow down please !	Slow down please !
134	Widya	Using rainbow shoes for a spirit running in the yard. we must use a rainbow shoes not a talent shoes for ...	
135	Teacher	Running? for triggering ? trigger is a <i>membangkitkan atau memicu</i> . What do you want to say ? obeying?	What do you want to say ?
136	Widya	Yes, obeying the role	
137	Teacher	Ok thank you, good ! Akhyar?	
138	Akhyar	<i>Assalamualaikum</i>	
139	All	<i>Walaikumsalam</i>	
140	Akhyar	Toilet is for bathing not for smoking!	
141	Teacher	Oh, I see, the reason ?	It could be : what is your reason?
142	Akhyar	Because I see so many students who are smoking in the toilet	
143	Teacher	What picture will be	It could be : what will

Turn	Speaker	Expressions	Scaffolding talk
		there ? if you need a picture, what a picture?	picture be there?
144	Akhyar	Ciggarate and we giving a cross.	
145	Teacher	Thank you Akhyar. Oke, Lisa ?	
146	Lisa	Respect your teacher, save your future !	
147	Teacher	Good! Awesome. And for the boys like toilet. The reason?	
148	Lisa	<i>masa depan itu saking ridhone guru</i>	
149	Teacher	In English please !	
150	Lisa	Because in this era, many students that are not respect with the teacher.	
151	Teacher	Ok, that's good ! next is Rouf	ok, that's good !
152	Rouf	<i>Assalamualaikum</i>	
153	All	<i>Walaikumsalam</i>	
154	Rouf	Respect the teacher, God bless you!	
155	Teacher	Ok, good! And the reason ?	
156	Rouf	Because, teacher is the second parents and they makes us be better, useful people and successful people. nice, next is Umy	
157	Umy	Pay your debt to all your friend	
158	Teacher	Why you see Wildan ?	It could be : why do you see Wildan?

Turn	Speaker	Expressions	Scaffolding talk
159	Umy	Yes because he have so many debt.	
160	Teacher	In the canteen ? on this friend <i>?Astaghfirullah'ahim..</i>	
161	Umy	Because your debt will follow you until you die.	
162	Teacher	That is right, good! I hope that you keep it in your mind. And the reason?	That is right, good.
163	Umy	Because the debt will follow you	
164	Teacher	Thank you Umy. Give a plause! Ok, Wildan, don't pay your debt, your debt is your friends kindness. Don't pay that! Ok, come forward!	164.1 give applause! 164.2 ok Wildan, don't pay your debt 164.3 It could be : because your debt is your friends kindness 164.4 Ok come forward!
165	Wildan	Don't leave your lesson in the class. Because I often see the students are sleeping in the class. If we want to be good students, we have to remember, our study is our assignment	
166	Teacher	Including you ? are you one of them ? so, you talk by yourself. Actually you talk to yourself right ?	Are you one of them ?
167	Wildan	Yes	

Turn	Speaker	Expressions	Scaffolding talk
168	Teacher	I hope that you will be better and not doing that again. Ok thank you. Next is Maulida	
169	Maulida	Keep your creative finger with loving your table. Because many students like drawing on the table.	
170	Teacher	Ok, thank you Maulida, good ! next is Amalia	
171	Amalia	Sleep on the lesson will break your future. Because there are many students that always sleep in the lesson	
172	Students	Amalia is included miss	
173	Teacher	So, she talk to herself? It is based on your own experience, right ?	173.1 it is based on your own experience 173.2 isn't it?
174	Amalia	Yes	
175	Teacher	So you share it. Ok good! Give a plouse! And then who else? Luluk !	
176	Luluk	<i>Assalamualaikum</i>	
177	All	<i>Walaikumsalam</i>	
178	Luluk	Give your shoes parfum because your shoes is so scent	
179	Teacher	Repeat please, repeat !	repeat please, repeat !
180	Luluk	Give your shoes parfume, because your shoes is so scent	

Turn	Speaker	Expressions	Scaffolding talk
181	Teacher	Scent is not "bau". "smell" is the suitable one. The reason?	181.1 scent is not "bau". 181.2 "smell" is the suitable one.
182	Luluk	Because my friend is sell the parfum	
183	Teacher	oh, so you promote it. Ok, please buy one get three ! ok thank you Luluk, next, Zainab!	
184	Zainab	..... (too slow and too fast, the researcher didn't catch it)	
185	Teacher	Hey.. don't do that ! yah I see that clearly here, ok thank you, awesome ! you like playing right ?	hey.. don't do that !
186	Students	She is too mom	
187	Teacher	oh, you too? It means that all of you. Ok, thank you Zainab, please give applause ! next, Syifa!	please give applause!
188	Students	Melia mom	
189	Teacher	Oh Syifa is melia ? who is Dilan here ?	Who is Dilan here?
190	Students	Dilan is her boyfriend	
191	Teacher	So, he is next student? What class?	
192	Students	Eleventh IPS 2.	
(the bell is ringing and there are a news announce by the teacher on the speaker then continued by praying together lead by the teacher from the office)			
193	Teacher	Ok, tomorrow is holiday!	Ok continue

Turn	Speaker	Expressions	Scaffolding talk
		Ok continue!	
194	Syifa	breakfast first, so they aren't hungry	
195	Teacher	That is clear right ? <i>bok yo lebih</i> more interesting ! for example want to build your future? Breakfast first! It's ok lah, good! Thank you. Time is up right ? it's ok! Ok next we will continue. Arzeti!	
196	Arzeti	..... (too slow and too fast, the researcher didn't catch it)	
197	Teacher	So, have you wondered, why many <i>sudut</i> can sleep slowly at class?	
198	Arzeti	Yes actually mom	
199	Teacher	<i>yah</i> you are right, this is not bedroom so you are not allowed to sleep here. Ok, thank you Arzeti ! give applause please ! Nice ! Next, Nuril Khafidhotul	199.1 yeah, you are right 199.2 It could be: this is not a bedroom 199.3 so you are not allowed to sleep here
200	Nuril	<i>Asslamualaikum</i>	
201	All	<i>Waalaikumsalam</i>	
202	Nuril	Don't plagiarism or you will die !	
203	Teacher	The reason?	
204	Nuril	Because I see that many students always do plagiarism.	
205	Teacher	Ok, thank you, next is Asiyah!	

Turn	Speaker	Expressions	Scaffolding talk
206	Aisyah	Do your picket to keep our school !	
207	Teacher	So, Syifa please, wake up ! Realize that it is about responsibility!	207.1 so, syifa please wake up! 207.2 it is about responsibility
208	Syifa	Yes mom!	
209	Teacher	Ok, you are included in this class, so you are part of this class, please help your friends! You said that you like clean toilet right ? so how about class ? you also like clean class right ? so you have to participated in cleaning. So, the reason ?	209.1 please help your friends! 209.2 it could be: so you have to participatingin cleaning! 209.3 It could be : so, what is the reason?
210	Aisyah	The reason is many students are don't participate on working picket.	
211	Teacher	Ok, thank you, Asiyah! Give applause! next is Syamita!	
212	Syamita	Keep your finger on the book not on the wall. Because if writing or drawing on the wall can make dirty and not beautiful and if you write like make a poem or drawing in the book so it can make achievement to yours.	
213	Teacher	Ok good! Next is Miftahul!	

Turn	Speaker	Expressions	Scaffolding talk
214	Miftahul	Don't play mobile legend because it is delay the assignment.	
215	Teacher	It is your own experience right? Personal experience	215. it is your own experience 215.2 it could be: isn't it?
216	Miftahul	Yes	
217	Teacher	And then the reason?	
218	Miftahul	Because my friend and I like playing ...	
219	Teacher	What do you want to say ?	
220	Miftahul	If we play game, we fell more interested and want to try to play again	
221	Teacher	Oh.. you get addicted !	
222	Miftahul	Yes, because if you are addicted you can delay your task	
223	Teacher	ok thank you, next Arina!	
224	Arina	..... (too slow and too fast, the researcher didn't catch it)	
225	Teacher	So they need to know that right ? they need to know that they should respect the teacher. Yes, ok thank you, good! Give applause ! next is Ita! Come on	225.1 so they need to know 225.2 that they need to respect the teacher
226	Ita	Run away make your bad future! Because I see that there are students that run away	

Turn	Speaker	Expressions	Scaffolding talk
227	Teacher	Ok thank you Ita, ok please the last Lutfiana !	
228	Luthfiana	The lesson will run away if you sleep in the class! Because it is same with you are not respect with your teacher. sleeping in the class is only spend the time	
229	Teacher	But it is not bedroom like Arzeti's said ya! Thank you give applause! Ok I realize that you can see. <i>Stt.</i> , please be quite n please keep silent for a while! Here, I see that you can criticize your environment or your surrounding that we need kind of a you see that there is something that to be fixed here, or many thing that to be fixed here and you may start or you should start that from you, yourself. "Don't sleep here", so you start on yourself or make the toilet a bedroom clean is start on yourself or don't run away or something like that is start from you ! everything that you want someone to do let's start it from yourself so the others will follow you	229.1 it could be: please be quite and keep silent for a while! 229.2 everything that you want someone to do 229.3 let's start it from you 229.4 so the others will follow you 229.5 you asked them to do that 229.6 It could be: but you didn't do that 229.7 It could be : it means that you are not serious or just complaining 229.8 are you?

Turn	Speaker	Expressions	Scaffolding talk
		or join you, you asked them to do that but you don't do that it means that you are not serious or you just complaining then you not do the thing that you want the others do, right ? ok,any question ?	
230	Students	No	
231	Teacher	e... how about the cheerfulness ? we still do that or don't ?	It could be : e... how about the cheerfulness, do we still do or not?
232	Students	Do	
233	Teacher	What kind of cheerfulness it is like a togetherness or different ? any idea or something ?	It could be : What kind of cheerfulness, is it like a togetherness or not?
234	Students	May be yes	
235	Teacher	Ok, you will do that in the last day when your parents taking your raport or with or without your parents, and this is formal or informal ?	It could be: is it formal or informal agenda?
236	Students	Informal	
237	Teacher	Oh, so on the holiday ? is it on the holiday you plan it will be held on holiday or not in holyday ? after test ?	It could be: is it in holiday?
238	Students	After final report	
239	Teacher	It means that holiday, right? Or on the day off? You get your final report on the day, in your mind!	

Turn	Speaker	Expressions	Scaffolding talk
		Your plan ?	
240	Students	Holiday mom	
241	Teacher	Or we can do that after you are taking your final report. Don't forget to pay your "kas" because it can be used for "hunting tourist" agenda.	241.1 don't forget to pay your "kas" 241.2 because it can be used for hunting tourist agenda
242		Ok I think that's all, thank you for your time that you have to go home. I think that you are happy. I think that's all for today, thank you. Good luck for your semester test! And Assalamualaikum Wr. Wb	
241	Students	Walaikumsalam wr.wb	

Appendix 5

Mood Analysis of Spoken Text of Teachers' Scaffolding Talks in English Subject at Eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in The Academic Year of 2017/2018

Turn 11

It could be : oh, since mr. Mansur class, is she absent yesterday ?

Oh	since mr. Mansur class,	Is	She	Absent	Yesterday?
Adj: cont	Adj : circ	F	S	C	Adj : circ
	Residue	Mood : Interrogative		Residue	

Turn 13

13.1

I	Would	Like to give	the material	for semester test;
S	F	P	C	Adj : circ
Mood : Declarative		Residue		

13.2

It could be : clean the white board, please!

Clean		The white board,	Please !
F	P	C	Adj : cont
Mood : imperative		Residue	

Turn 15

I	Will	Explain	Orally
S	F	P	Adj: mood
Mood : declarative		Residue	

Turn 16

16.1

It could be: ok, while I am waiting for you to write down this,

Ok	While	I	Am	Waiting	For you	To write down	This
Adj: cont	Adj: conj	S	F	P	Adj: circ	P	C
			Mood: declarative		Residue		

16.2

So	The question	Is	like the midterm test
Adjunct: conj.	S	F	C
		Mood : declarative	
		Residue	

16.3

It could be: it will be 35 multiple choice and 10 essay

It	Will	Be	35 multiple choice	And	10 essay,
S	F	P	C	Adj : conj	C
Mood : declarative		Residue			Residue

16.4

And	Remember
Adj : conj	F P
Mood : imperative	
Residue	

16.5

It could be : please write down or answer all the questions of essay!

Please	write down	Or	Answer	All the questions of essay!
Adj: cont	F	P	Adj : conj	P C
Mood : imperative		Residue		Residue

16.6

It could be : And then which one the material that I haven't explained,

And then	Which one	That	I	Haven't	Explained
----------	-----------	------	---	---------	-----------

	the material				
Adj : conj	C	Adj: conj	S	F	P
	Residue		Mood : declarative		Residue

16.8

It could be: banner and poster, aren't they?

Banner and poster,		Aren't	They?
C		F	S
Residue		Mood : interrogative	

Turn 18

18.1

Ok	In essay	It	Will	Be	A question
Adj: cont	Adj: circ	S	F	P	C
	Residue	Mood: declarative		Residue	

18.2

That	Ask		You	To make	Some functional text
Adj: conj	F	P	C	P	C
	Mood: imperative	Residue			

18.3

It could be: if not a banner, it will be a poster

If	not a banner	It	Will	Be	A poster
Adj: conj	C	S	F	P	C
	Residue	Mood: declarative		Residue	

18.4

Just	Make		It!		
Adj: mood	F	P	C		
	Mood : imperative		Residue		

18.5

Make		It	Beautifully
F	P	C	Adjunct : mood
Mood : imperative	Residue		

18.6

Don't	Forget	about your scientific writing	please !
F	P	Adj : circ	Adj: cont
Mood : imperative	Residue		

Turn . 20

Robit,	Have	You	Taken	Your paper?
Adjunct : Voc.	F	S	P	C
Mood : Interrogative			Residue	

Turn 24

24.1

And	for the others	Where	Is	The progress	of your scientific writing?
Adj: conj	Adj : circ	Wh : comp	F	S	Adjunct : circ
	Residue		Mood : interrogative		Residue

Turn 27

Have	You	Been	In chapter 2?
F	S	P	Adjunct : circ
Mood : Interrogative		Residue	

Turn 29

It could be: have you concepted your paper?

Have	You	Concepted	Your paper?
F	S	P	C
Mood : interrogative		Residue	

Turn 33

It could be : is tomorrow holiday?

Is	Tomorrow	Holiday?
F	S	C
Mood : Interrogative		Residue

Term 35

35.1

It could be: you can use that for composing or continuing your assignment

You	Can	Use	That	For composing	Or	Continuing	your assignment
S	F	P	C	Adj: circ	Adj: conj	P	C
Mood : declarative		Residue				Residue	

35.2

Don't	Do	That!
F	P	C
Mood: imperative		Residue

35.3

The important thing	That	Don't	Delay	Your work!
C	Adj : conj	F	P	C
Residue		Mood : imperative		Residue

Turn 37

37.1

Ok	I	Would	Like to explain,
Adj : cont	S	F	P
Mood: declarative			Residue

37.2

It could be : so easy, isn't it?

So easy	Isn't	It
C	F	S
Residue	Mood : interrogative	

Turn 43

43.1

Ok,	I	Would	Like to explain	about banner and poster
Adj: cont	S	F	P	Adj : circ
Mood: declarative			Residue	

43.2

It could be : Muhajir, give me the data of attendance list of the students in one semester

Muhajir	Give		Me	The data of attendance list of the students	In one semester!
Adj : voc	F	P	C	C	Adj : circ
Mood : imperative		Residue			

Turn 45

Ok	What	Do	You	know	About banner and poster?
Adj : cont	Wh : compl	F	S	P	Adj : circ
Mood : interrogative			Residue		

Turn 49

Yes,	Both of them		Are	About promoting	
Adj : polarity	S		F		Adj : circ
Mood : declarative				Residue	

Turn 51

51.1

Megatron	Is	Like a billboard,	But	There is a video	On that
S	F	C	Adj: conj	C	Adj: circ
Mood: declarative		Residue		Residue	

Turn 53

53.1

That	Is	Megatron	Or	Billboard.
S	F	C	Adj: conj	C
Mood : declarative		Residue		Residue

53.2

I	Think	Jepara	Hasn't have	That
S	F	P	C	P
Mood : declarative		Residue		

53.3

You	Have	A small billboard	In your home
S	F	C	Adj: circ
Mood : declarative		Residue	

53.4

That	Is	Television
S	F	C
Mood : declarative		Residue

53.5

It could be : isn't it?

Isn't	It?
F	S
Mood : interrogative	

53.6

It	Is	One of the tool of promotion
S	F	C
Mood : declarative		Residue

53.7

Ok	So	What	Is	The different	between poster	with the others?
Adj : cont	Adj : conj	Wh: compl	F	S	C	Adj: circ
Mood : interrogative				Residue		

53.8

Poster	Is	Like a printed graphic
--------	----	------------------------

S	F	C
Mood : declarative		Residue

53.9

It could be :

and it consists of text or picture or the combination between text and picture.

And	It	Consists		Of text	Or	Picture	Or
Adj: conj	S	F	P	C	Adj: conj	C	Adj: conj
Mood : declarative		Residue				Residue	

The combination between text	And	Picture
C	Adj: conj	C
Residue		Residue

53.10

Usually	It	Is	Attached	On the wall
Adj : mood	S	F	P	Adj : circ
Mood : declarative			Residue	

53.11

It could be: and it has a contrast color

And	It	Has		A contrast color
Adj : conj	S	F	P	C
Mood : declarative			Residue	

53.12

Or	You	Have	To make	An interesting	Or	Eye catching poster
Adj: conj	S	F	P	C	Adj: conj	C
Mood: declarative		Residue				Residue

53.13

It could be : why should poster be eye catching?

Why	Should	Poster	Be	eye catching?
Wh : compl	F	S	P	C
Mood : interrogative			Residue	

Turn 55

55.1

It could be : why should it be interesting?

Why	Should	It	Be	Interesting?
Wh : compl	F	S	P	C
Mood : interrogative			Residue	

55.2

It could be : what is the reason why we must eat?

What	Is	The reason	Why	We	Must eat?
Wh : compl	F	S	Wh : compl	C	P
Mood: interrogative			Residue		

55.3

It could be: so that is the reason

So	That	Is	The reason
Adj : cont	S	F	C
Mood: Declarative			

55.4

That	We	Can	Eat
Adj: conj	S	F	P
Mood : declarative			Residue

55.5

It could be : isn't it?

Isn't	It?
F	S
Mood : interrogative	

55.6

So	We	Can	Do	The activity	And	Get	The energy	From the food
Adj : conj.	S	F	P	C	Adj : conj.	P	C	Adj: circ
Mood : declarative		Residue			Residue			

55.7

So	Why	Is	Poster	Must be	interesting?
Adj : cont	Wh : compl	F	S	P	C
Mood : interrogative			Residue		

Turn 57

57.1

Because	Poster	Is	Different	from brochure	And	pamphlet
Adj : conj	S	F	C	Adj: circ	Adj: conj	C
Mood : declarative		Residue			Residue	

57.2

What	Is	The different?
Wh : complement	F	S
Mood : interrogative		

57.3

Poster	Is	Sticking	On the wall
S	F	P	Adj : circ
Mood : declarative		Residue	

57.4

It could be : and it has a simple design

And	It	has	A simple design
Adj : conj	S	F	P
Mood: declarative		Residue	

57.5

It could be: it is different from pamphlet and brochure

It	Is	Different	From pamphlet,	And	brochure
S	F	C	Adj: circ	Adj: conj	C
Mood : declarative		Residue			Residue

57.6

It could be : because we can read brochure and pamphlet by sitting or standing

Because	We	Can	Read	Brochure	and	Pamphlet
Adj: conj	S	F	P	C	Adj : conj	C
	Mood : declarative		Residue			Residue

By sitting	Or	Standing
Adj : circ	Adj: conj	P
Residue		Residue

57.7

It could be: but a poster is quickly captured a meaning

But	A poster	Is	Quickly	Captured	A meaning
Adj: conj	S	F	Adj: mood	P	C
	Mood : declarative			Residue	

57.8

It could be: and it is designed while you walk to get the point

And	It	Is	Designed	While	You	Walk	to get	The point
Adj : conj	S	F	P	Wh: compl	C	P	P	C
	Mood: declarative		Residue		Residue			

57.9

If	You	Make	A poster,
Adj: conj	S	F	C
	Mood : declarative		Residue

57.10

It could be: avoid making it complicated one!

Avoid		To making		It	Complicated one
F	P	P		C	P
Mood : imperative	Residue				

57.11

What	Is	The purpose		of poster?	
Wh : complement	F	S		C	
	Mood : interrogative			Residue	

57.12

It could be : the purpose of poster is to announce or to introduce event

The purpose of poster		Is	To announce	Or	To introduce	event
S		F	P	Adj: conj	P	C
Mood : declarative			Residue		Residue	

57.13

What	Is	The name		Of your theater?	
Wh : compl	F	S		C	
	Mood : interrogative			Residue	

Turn59

59.1

It could be: yea, you make a poster,

Yea,	You	Make		A poster
Adj: cont	S	F	P	C
	Mood : declarative		Residue	

59.2

And	You	Announce		That
Adj: conj	S	F	P	C
	Mood: declarative		Residue	

59.3

It could be : it will be a theater performance

It	Will	Be	A theater performance
S	F	P	C
Mood : declarative		Residue	

59.4

It could be: that it held on the hall of MA. Hasyim Asy'ari

That	It	Held	On the hall of MA. Hasyim Asy'ari
Adj: conj	S	F	P
Mood: declarative		Residue	

59.5

And then	for promotion,	It	Can	Be	a product
Adj: conj	Adj: circ	S	F	P	C
Residue		Mood : declarative		Residue	

Or	Service	Or	Selling	A product
Adj: conj	C	Adj: conj	P	C
Residue		Residue		

59.6

It	Can	Also	promote	A movie
S	F	P	C	P
Mood : declarative		Residue		

Turn 65

So	It	Will	Be	A room	for boys	And	A room	For girls
Adj : conj	S	F	P	C	Adj : cicr	Adj: conj	C	Adj: cicr
Mood: declarative		Residue					Residue	

It could be : and there are a religious moral value or children movie.

And	There are a religious moral value	Or	Children movie
Adj: conj	C	Adj: conj	C
	Residue		Residue

Turn 67

67.1

How	Do	You	Know?
Wh : compl	F	S	P
	Mood : interrogative		Residue

67.2

Have	You	Ever?
F	S	C
Mood : interrogative		Residue

Turn 69

69.1

<i>Nah, Ok</i>	This	Is	The example of poster
Adj : cont	S	F	C
	Mood: declarative		Residue

69.2

It could be: what is the problem of man?

What	Is	The problem	Of man?
Wh : compl	F	S	C
	Mood : interrogative		Residue

Turn 77

What	Is	Banner?
Wh : compl	F	S
	Mood : interrogative	

Turn 79

It could be : explain in Indonesian, please!

Explain	In Indonesian,	please!
F	P	Adj : circ
Mood : imperative	Residue	Adj: cont

Turn 80

So	What	Is	Banner?
Adj : conj.	Wh : compl	F	S
Mood : interrogative			

Turn 83

It could be : for example “*harap tenang ada ujian*”, what is that?

For example	“ <i>harap tenang ada ujian</i> ”	What	Is	That?
Adj: circ	C	Wh : compl	F	S
Residue			Mood : interrogative	

Turn 85

85.1

No,	That	Is	Banner,
Adj : Polarity	S	F	C
Mood : declarative			Residue

85.2

Like your theater performance,	You	Have	Made	A banner
C	S	F	P	C
Residue	Mood: declarative		Residue	

85.3

It could be: haven't you?

Haven't	You?
F	S
Mood : interrogative	

Turn 87

It could be : or in *Keramat* dance, did you see the banner in front of the hall?

Or	In <i>Keramat</i> dance,	Did	You	See	The banner	In front of the hall?
Adj: conj	Adj: circ	F	S	P	C	Adj : circ
	Residue	Mood : interrogative		Residue		

Turn 89

It could be : did you watch that?

Did	You	Watch	That?
F	S	P	C
Mood : interrogative		Residue	

Turn 91

91.1

Did	You	Go	Home?
F	S	P	C
Mood : interrogative		Residue	

91.2

It could be: are you sleep here?

Are	You	Sleep	Here
F	S	P	Adj: circ
Mood: interrogative		Residue	

Turn 93

Have	You	Asked	Your mom permission?
F	S	P	C
Mood : interrogative		Residue	

Turn 95

Ok	That	Is	Banner
Adj : cont	S	F	C
Mood : declarative			Residue

Turn 97

97.1

No	It	Is not	A banner
Adj : polarity	S	F	C
Mood : declarative			Residue

97.2

Remember		That
F	P	C
Mood : imperative		Residue

97.3

It	Is	Printed
S	F	P
Mood: declarative		Residue

97.4

Are	You	Printed	That?
F	S	P	C
Mood: interrogative		Residue	

Turn 99

99.1

It could be : is it eye catching?

Is	It	Eye catching?
F	S	C
Mood: Interrogative		Residue

99.2

No	It	Is	Billboard
Adj : polarity	S	F	C
Mood: declarative			Residue

99.3

Because	It	Is	Permanent
Adj: conj	S	F	C
Mood: declarative			Residue

99.4

How	Could	You	Take	That?
Wh: compl	F	S	P	C
Mood: interrogative			Residue	

Turn 101

101.1

If	We	Talk		About logically
Adj: conj	S	F	P	Adj: circ
Mood: declarative				Residue

101.2

It could be: it is not a shop

It	Is not	A shop
S	F	C
Mood: declarative		Residue

101.3

That	You	See	While	You	walk	
Adj: conj	S	F	P	Wh: compl	C	P
	Mood: declarative		Residue		Residue	

101.4

It could be: it is also like *cilok cilor* and others

It	Is	Also like	<i>Cilok cilor</i>	And	others
S	F	Adj: conj	C	Adj: conj	C
Mood: declarative			Residue		Residue

101.5

it could be is it a poster?

Is	It	A poster?
F	S	C
Mood : Interrogative		Residue

101.6

It could be: and also, the written like "*puskesmas*" is it a poster?

And also	The written like " <i>puskesmas</i> ",	Is	It	A poster?
Adj: conj	C	F	S	P
	Residue	Mood : interrogative		Residue

101.7

And then	When	I	See	You	Wear	A T-shirt	
Adj: conj	Wh: compl	S	F	P	C	P	C
		Mood : declarative		Residue			

It could be : that there is a written “I am cute” for example

That	There is a written “I am cute”	For example
Adj: conj	C	Adj : circ
Residue		

101.9

It could be : and “*warung pecel*”, is that a poster?

And	“ <i>warung pecel</i> ”	Is	That	A poster?
Adj: conj	C	F	S	C
Residue		Mood: interrogative		Residue

101.10

Think		Logically,	Please!
F	P	Adj: mood	Adj : cont
Mood : imperative		Residue	

101.11

Is	That	A poster?
F	S	P
Mood : interrogative		Residue

101.12

Please	Explain		To me
Adj : cont	F	P	C
Mood : imperative		Residue	

Turn 103

103.1

It could be: oh, is the banner over there, in front of your school?

Oh	Is	the banner	Over there,	In front of your school?
Adj : cont	F	S	Adj : circ	Adj: circ
Mood: interrogative		Residue		

103.2

It could be: it is promotes a school for the new students

It	Is	Promotes	A school	For the new students
S	F	P	C	Adj: circ
Mood: declarative		Residue		

Turn 105

105.1

Think		It	
F	P	C	
Mood : imperative		Residue	

105.2

it could be: and then, give the reason!

And then	Give		The reason!
Adj: conj	F	P	C
Mood : imperative		Residue	

105.3

You	Know	That	Many late comers	Here
S	F	Adj: conj	C	Adj: circ
Mood: declarative		Residue		

105.4

It could be : don't you ?

Don't		You?	
F		S	
Mood : interrogative			

Turn 107

It could be : like Syifa, are you the late comer?

Like Syifa,	Are	You	The late comer?
C	F	S	P
Residue	Mood : interrogative		Residue

Turn 109

109.1

for example “late comer, good bye”	What	That is mean	That	Many came laters	Are not
Adj: circ	Wh : compl	C	Adj: conj	S	F
Residue		Residue		Mood: declarative	

Allow	To get in	To our school
P	P	Adj: circ
Residue		

109.2

So	It	Can	Be	Anything
Adj : conj	S	F	P	C
Mood : declarative			Residue	

Turn 113

Have	You	Done?
F	S	P
Mood : interrogative		Residue

Turn 121

121.1

It could be: it is for replacing your score

It	Is	For replacing	Your score
S	F	Adj: circ	C
Mood: declarative		Residue	

121.2

It could be: when I asked you to make a recount text

When	I	Asked	You	To make	A recount text
Wh: compl	S	F	P	C	P
Mood: declarative		Residue			

121.3

Muhajir	Come		Forward	Please!
Adj: voc	F	P	C	Adj : cont
	Mood : imperative		Residue	

Turn 127

It could be : why do you do that poster?

Why	Do	You	Do	That poster?
Wh: compl	F	S	P	C
	Mood : interrogative		Residue	

Turn 129

Ok	You	Need	A fun place	For doing that
Adj: cont	C	F	P	C
	Mood : declarative		Residue	

Turn 131

	Give		Applause	Please!
	F	P	C	Adj: cont
	Mood : imperative		Residue	

Turn 133

	Slow		Down	Please!
	F	P	C	Adj : cont
	Mood : imperative		Residue	

Turn 135

What	Do	You	Want	To say?
Wh : compl	F	S	P	C
	Mood : interrogative		Residue	

Turn 141

It could be : what is your reason?

What	Is	Your reason?
Wh: compl	F	S
	Mood : interrogative	

Turn 143

It could be : what will picture be there?

What	Will	Picture	Be	There?
Wh : compl	F	S	P	C
Mood : interrogative			Residue	

Turn 151

Ok	That	Is	Good
Adj: cont	S	F	C
Mood: declarative			Residue

Turn158

It could be : why do you see Wildan?

Why	Do	You	See	Wildan?
Wh: compl	F	S	P	C
Mood : interrogative			Residue	

Turn 162

That	Is	Right,	good!
S	F	C	Adj: cont
Mood : declarative		Residue	

Turn 164

164.1

Give		Applause!
F	P	C
Mood: imperative		Residue

164.2

Ok	Wildan,	Don't	Pay	Your debt,
Adj: cont	Adj: voc	F	P	C
Mood : imperative				Residue

164.3

It could be : because your debt is your friends kindness

Because	Your debt	Is	Your friend kindness
Adj: conj	S	F	C
Mood: declarative			Residue

164.4

Ok	Come		Forward!
Adj : cont	F	P	C
	Mood : imperative	Residue	

Turn 166

Are	You	One of them?
F	S	C
Mood : interrogative		Residue

Turn 173

173.1

It	Is	Based on	Your experience,
S	F	Adj: circ	C
Mood: declarative		Residue	

173.2

It could be : isn't it?

Isn't	It?
F	S
Mood : interrogative	

Turn 179

Repeat		Please,	repeat!
F	P	Adj : cont	P
Mood : imperative	Residue		Residue

Turn 181

181.1

Scent	Is not	<i>Bau</i>
S	F	C
Mood : declarative		Residue

181.2

Smell	Is	The suitable one
S	F	C
Mood : declarative		Residue

Turn 185

Hey	Don't	Do	That
Adj : cont	F	P	C
	Mood : imperative	Residue	

Turn 187

Please	Give	Applause
Adj : cont	F	P
	Mood : imperative	Residue

Turn 189

Who	Is	Dilan	Here?
Wh : compl	F	S	Adj : circ
	Mood : interrogative		Residue

Turn 193

193.1

Ok	Continue
Adj: cont	F
	Mood : imperative

Turn199

199.1

Yeah,	You	Are	Right.
Adj : cont	S	F	C
	Mood : declarative		Residue

199.2

It could be: this is not a bedroom

This	Is not	A bedroom
S	F	C
Mood: declarative		Residue

199.3

So	You	Are not	Allowed	To sleep	Here
Adj: conj	S	F	P	P	Adj: circ
	Mood: declarative		Residue		

Turn 207

207.1

So	Syifa	Please	Wake up!	
Adj: conj	Adj: voc	Adj : cont	F	P
			Mood : imperative	Residue

207.2

It could be: it is about responsibility

It	Is	about responsibility
S	F	Adj: circ
Mood: declarative		Residue

Turn 209

209.1

Please	Help		Your friends!
Adj : conj	F	P	C
	Mood : imperative	Residue	

209.2

It could be: so you have to participating in cleaning

So	You	Have to	Participating	In cleaning
Adj : conj	S	F	P	Adj ; circ
	Mood : declarative		Residue	

209.3

It could be : so, what is the reason?

So	What	Is	The reason?
Adj : conj	Wh : compl	F	S
		Mood: interrogative	

Turn 215

215.1

It	Is	Your own experience,
S	F	C
Mood: declarative		Residue

215.2

It could be : isn't it?

Isn't	It?
F	S
Mood :interrogative	

Turn 225

225.1

So	They	Need	To know
Adj : cont	S	F	P
	Mood : declarative		Residue

225.2

That	They	Should	Respect	The teacher
Adj: conj	S	F	P	C
	Mood: declarative		Residue	

Turn 229

229.1

It could be: *stt.* please be quite and keep silent for a while!

<i>Stt</i>	Please	Be quite	And	Keep silent	For a while
Adj: cont	F	P	Adj: conj	P	Adj : circ
	Mood: imperative		Residue	Residue	

229.2

Everything	That	You	Want	Someone	To do
C	Adj: conj	S	F	P	C
Residue		Mood: declarative		Residue	

229.3

Let's	Start	It	From you
F	P	P	C
Mood: imperative		Residue	

229.4

So	The others	Will	Follow	You
Adj: conj	S	F	P	C
Mood: declarative			Residue	

229.5

You	Asked		Them	To do	That
S	F	P	C	P	C
Mood: declarative		Residue			

229.6

It could be: but you didn't do that

But	You	Didn't	Do	That
Adj: conj	S	F	P	C
Mood: declarative			Residue	

229.7

It could be : it means that you are not serious or just complaining

It means	That	You	Are not	Serious	Or	Just complaining
C	Adj: conj	S	F	C	Adj: conj	C
Residue		Mood: declarative		Residue		Residue

229.8

It could be: Are you ?

Are		You?	
F		S	
Mood : interrogative			

Turn 231

It could be : e... how about the cheerfulness, do we still do or not?

e..	How	About the cheerfulness,	Do	We	Still do	Or	Not
Adj : content	Wh : comp l	Adj:circ	F	S	P	Adj : conj	C
		Residue	Mood : interrogative		Residue		Residue

Turn 233

233.1

It could be : What kind of cheerfulness, is it like a togetherness or not?

What kind of cheerfulness,	Is	It	Like a togetherness	Or	Not?
C	F	S	C	Adj: conj	C
Residue	Mood ; interrogative		Residue		Residue

Turn 235

It could be: is it formal or informal agenda?

Is	it	Formal	Or	Informal agenda?
F	S	C	Adj: conj	C
Mood :interrogative		Residue		Residue

Turn 239

It could be: is it in holiday?

Is	It	In holiday?
F	S	Adj: circ
Mood : interrogative		Residue

Turn 241

241.1

Don't	Forget	To pay	your "kas"
F	P	P	C
Mood: imperative		Residue	

241.2

Because	It	Can	Be used	For "hunting tourist" agenda
Adj: conj	S	F	P	Adj : circ
	Mood: declarative		Residue	

Appendix 6

The Classification of Mood Types Found on the Teacher's Scaffolding Talks.

a. Declarative mood

No	Turn	Expressions
1	13	13.1 I would like to give the material for semester test
2	15	15.1 Will explain orally
3	16	16.1 Ok, while I am waiting for you to write down this
4		16.2 So the question is like the midterm test
5		16.3 It will be 35 multiple choice and 10 essay
6		16.6 and I will give you a bonus
7		16.7 and then which one the material that I haven't explained
8	18	18.1 Ok, in essay, it will be a question
9		18.3 If not a banner, it will be a poster
10	35	35.1 You can use that for composing or continuing your assignment
11	37	37.1 Ok, I would like to explain
12	43	43.1 Ok, I would like to explain about banner and poster
13	49	Yes, both of them are about promoting
14	51	51.1 Megatron is like a billboard, but there is a video on that
15	53	53.1 That is megatron or billboard
16		53.2 I think Jepara hasn't have that
17		53.3 You have a small billboard in your home
18		53.4 That is television
19		53.6 It is one of the tool of promotion
20		53.8 Poster is like printed graphic
21		53.9 And it consists of text or picture or

No	Turn	Expressions
		the combination between text and picture
22		53.10 Usually it is attached on the wall
23		53.11 And it has a contrast color
24		53.12 Or you have to make an interesting or eye catching poster
25	55	55.3 So, that is the reason
26		55.4 That we can eat
27		55.6 So we can do the activity and get the energy from the food
28	57	57.1 Because poster is different with brochure and pamphlet
29		57.3 Poster is sticking on the wall
30		57.4 And it has a simple design
31		57.5 It is different with pamphlet and brochure
32		57.6 Because we can read brochure and pamphlet by sitting or standing
33		57.7 But a poster is quickly captured a meaning
34		57.8 And it is designed while you walk to get the point
35		57.9 If you make a poster
36		57.12 The purpose of poster is to announce or to introduce event
37		59	59.1 Yea, you make a poster
38	59.2 and you announce that	
39	59.3 It will be a theater performance	
40	59.4 That it held on the hall of MA. Hasyim Asy'ari	
41		59.5 And then for promotion, it can be a product or service or selling a product
42		59.6 It can also to promote a movie
43	65	So, it will be a room for boys and a room for girls and there are a religious moral

No	Turn	Expressions
		value or children movie
44	69	69.1 Nah, ok this is the example of poster
45	85	85.1 No, that is banner
46		85.2 Like your theater performance, you have made a banner
47	95	Ok, that is banner
48	97	97.1 No, it is not a banner
49		97.3 It is printed
50	99	99.2 No it is billboard
51		99.3 Because it is permanent
52	101	101.1 If we talk about logically
53		101.2 It is not a shop
54		101.3 That you see while you walk
55		101.4 It is also like <i>cilok cilor</i> and others
56		101.7 And when I see you wear a T-shirt that there is a written "I'm cute" for example,
57	103	103.2 It is promote a school for the new students
58	105	105.3 You know that many come later here
59	109	109. 1 For example "late comer", good bye" what that is mean that many come later are not allow to get in to our school
60		109.2 So, it can be anything
61	121	121.1 It is for replacing your score
62		121.2 When I asked you to make a recount text
63	129	Ok, you need a fun place for doing that
64	151	Ok, that is good!
65	162	162.1 That is right, good!
66	164	164.3 Because your debt is your friend kindness
67	173	173.1 It is based on your experience
68	181	181.1 Scent is not <i>bau</i>

No	Turn	Expressions
69		181.2 Smell is the suitable one
70	199	199.1 Yeah, you are right
71		199.2 That is not a bedroom
72		199.3 So you are not allowed to sleep here
73	207	207.2 It is about responsibility
74	209	209.2 So you have to participating in cleaning
75	215	215.1 It is your own experience
76	225	225.1 So they need to know
77		225.2 That they should respect the teacher
78	229	229.2 Everything that you want someone to do
79		229.4 So the others will follow you
80		229.5 You asked them to do that
81		229.6 But you didn't do that
82		229.7 It means that you are not serious or just complaining
83	241	241.2 Because it can be used for "hunting tourist" agenda

b. Interrogative mood

No	Turn	Expressions
1	11	Oh, since Mr. Mansur class, is she absent yesterday?
2	16	16.8 Banner and poster, aren't they?
3	20	Robit, have you taken your paper?
4	24	24.1 And for the others, where is the progress of your scientific writing?
5	27	Have you been in chapter 2?
6	29	Have you concept your paper?
7	33	Is tomorrow holiday?
8	37	37.2 So easy, isn't it?
9	45	Ok, what do you know about banner and poster?

No	Turn	Expressions
10	53	53.7 Ok, so what is the different between poster with the others?
11		53.13 Why should poster be eye catching?
12	55	55.1 Why should it be interesting?
13		55.2 Why is the reason why we must eat?
14		55.5 That we can eat, isn't it?
15		55.7 So, why is poster must be interesting?
16	57	57.2 What is the different?
17		57.11 What is the purpose of poster?
18		57.13 What is the name of your theater?
19	67	67.1 How do you know?
20		67.2 Have you ever?
21	69	69.2 What is the problem of man?
22	77	What is banner?
23	80	So, what is banner?
24	83	For example " <i>harap tenang ada ujian</i> ", what is that?
25	85.3	Haven't you?
26	87	Or in <i>Keramat</i> dance, did you see the banner in front of the hall?
27	89	Did you watch that?
28	91	91.1 Did you go home?
29		91.2 Are you sleep here?
30	93	Have you asked your mom permission?
31	97	97.4 Are you printed that?
32	99	99.1 Is it eye catching?
33		99.4 How could you take that?
34	101	101.5 Is it a poster?
35		101.9 And " <i>warung pecel</i> " is that a poster?
36		101.11 Is that a poster?
37	103	103.1 oh, is the banner over there, in front of your school?
38	105	105.6 Don't you?
39	107	Like Syifa, are you the late comer?
40	113	Have you done?

No	Turn	Expressions
41	127	Why do you do that poster?
42	135	What do you want to say?
43	141	What is your reason?
44	143	What will picture be there?
45	158	Why do you see Wildan?
46	166	Are you one of them?
47	173	173.2 It is based on your experience, isn't it?
48	189	Who is Dilan here?
49	209	209.3 So, what is the reason?
50	215	215.2 It is your own experience, isn't it?
51	229	It means that you are not serious or just complaining, are you?
52	231	e.. how about the cheerfulness, do we still do or not?
53	233	233.1 What kind of cheerfulness, is it like a togetherness or not?
54	235	Is it formal or in formal agenda?
55	239	Is it in holiday?

c. Imperative mood

No	Turn	Expressions
1	13	13.6 Clean the white board, please!
2	16	16.4 And remember!
3		16.5 Please write down or answer all the questions of essay!
4	18	18.2 That ask you to make some functional texts
5		18.4 Just make it!
6		18.5 Make it beautifully!
7		18.6 Don't forget about your scientific writing please!
8	35	35.2 Don't do that!
9		35.9 The important thing that, don't delay

No	Turn	Expressions
		your work!
10	43	43.2 Muhajir, give the data of attendance list of the students in one semester!
11	57	57.10 Avoid to make it complicated one!
12	79	Explain in Indonesian, please!
13	97	97.2 Remember that!
14	101	101.10 Think logically, please!
15		101.12 Please explain to me!
16	105	105.1 Think it!
17		105.2 And then, give the reason!
18	121	121.3 Muhajir, come forward please!
19	131	Give applause please!
20	133	Slow down please!
21	164	164.1 Give applause!
22		164.2 Ok Wildan, don't pay your debt!
23		164.4 Ok, come forward!
24	170	Repeat please, repeat!
25	187	Please give applause!
26	193	193.1 Ok continue!
27	207	207.1 So Syifa, please wake up!
28	209	209.1 Please help your friends!
29	229	229.1 <i>Stt.</i> please be quite and keep silent for a while!
30		229.3 Let's start it from you!
31	241	Don't forget to pay your "kas"

Appendix 7

Interview Sheet For The English Teacher Of MA. Hasyim Asy'ari Bangsri Jepara

Interview to the English teacher is to get the information about the effectiveness of using scaffolding talks in English language teaching.

1. Do you use the scaffolding talks when you are teaching English?
2. According to you, how important the scaffolding talk in learning activity?
3. Does the scaffolding talk have significances in the learning activity?
4. What are the significances of using scaffolding talk in learning activity?
5. How is the best way to using the scaffolding talks in learning activity?
6. Do the students directly catch the purpose of your scaffolding talks that you give?
7. What if you have given scaffolding talk to the students but the students does not yet understand about your purpose instruction?
8. When should the declarative scaffolding talk be used in learning activity?
9. When should the imperative scaffolding talk be used in learning activity?
10. When should the interrogative scaffolding talk be used in learning activity?
11. According to you, when you are teaching English, which one is the dominant scaffolding talk that usually used in learning activity?
12. What is the reason?

Appendix 8

The Transcriptions of interview sheet between the researcher and the English teacher at eleventh grade of Immersion students' proficiency at MA. Hasyim Asy'ari Bangsri Jepara in The Academic Year of 2017/2018

Date : Saturday, 14th July 2018
 Time : 10.50-11.09
 Place : MA. Hasyim Asy'ari Bangsri Jepara
 Participants : Researcher and teacher of eleventh grade of Immersion students' proficiency
 Topic : The significances and the implication of using scaffolding talks in learning activities

Turn	Speaker	Expressions
1.	Researcher	Do you use the scaffolding talks when you are teaching English?
2.	Teacher	Yes of course
3.	Researcher	According to you, how important the scaffolding talk in learning activity?
4.	Teacher	I think it is really important because in teaching we need do that, e.. when we explain something material or something like that, we need to know about the student's understanding by asking them whether there is question or not or whether they have understood or not and then one of the Scaffolding talk like giving feedback, prize or something like that, it can encourage the students to be active in the class and they will be confidence because we as the teacher appreciate his or her effort like answering my question or come forward to the class or something like that so I think scaffolding talks is really important and useful in teaching learning because there are so many benefits

Turn	Speaker	Expressions
		that I have mentioned. It is just some of the benefits that I mentioned here.
5	Researcher	Does the scaffolding talk have significances in the learning activity?
6	Researcher	Yes, because actually, perhaps many teacher or some teacher, e.. do not realize that they used that everyday teaching learning, e.. and ...
(there are some teacher who ask about our interview)		
7	Teacher	Can you repeat your question?
	Researcher	So it is really significance in learning activity, isn't it?
8	Teacher	<i>Yaa..</i> I think so
9	Researcher	What are the significances of using scaffolding talk in learning activity?
10	Teacher	First is it can be kind of evaluation for me. It can be some evaluation. Why I say so? Because e.. like I have said before we ask the students whether they understand or not or Is there any question or not from the students, so it is kinds of evaluation so after we have explained to them, if they have a question that I don't understand about this or I don't understand about that or something like that so I can evaluate myself that " <i>oh..</i> so I need to give more information to make them understand and then e... it also can make the students and the teacher get closer, because the teacher appreciate the students by giving them feedback or prize something like that complement or something like that, so e.. it can make the relationship between the teacher and the students get closer because there is a good communication between the students and the teacher and also used for explaining the material, right? Sometime, e.. I think in curriculum 2013 we obligate the students to be

Turn	Speaker	Expressions
		active. The teacher just as the facilitator but sometimes we need to talk more to the students because to make them understand about what I see here that as time as by the students coriiosity is higher. They are not only learnt from handbook or hand out, they are also get the information from outside like television, internet or newspaper or something like that. They can get the information easily because they use e... mobile phone and because of that they relate all the things that it will be a big question that they can ask to the teacher what are the correlation between this and the material that they get in the school. so with the scaffolding talks it can help a lot in teaching learning process
11	Researcher	How is the best way to using the scaffolding talks in learning activity?
12	Teacher	It depends, because every teacher has their own style in teaching, so I can't say the best way or it is not the best one or it is the best one, I can't say like that. Em.. moreover, e.. as the time goes by or we know that as the era develop we can't say that this is the best one, no. because we have to e.. what is that, e... make them appropriate or suitable with the situation. We can't use one method for all the material or for all subjects, so I can't say that this is the best or this is not the best one, so it is different and it depends of the teacher's style.
13	Researcher	But, we have to give the instruction or the scaffolding talks clearly, right?
14	Teacher	Yes
15	Researcher	Do the students directly catch the purpose of your scaffolding talks that you give?

Turn	Speaker	Expressions
16	Teacher	Do you mean that they understand or they know that it is scaffolding talks?
17	Researcher	No, I mean, when you are giving the information or you are asking them to do something, do the students directly catch your purpose?
18	Teacher	Yes, they directly understood what I mean and they have already known that if they have any question or something like, they can directly ask e... to me, never fell afraid or something like that
19	Researcher	e... what if you have given scaffolding talk to the students but the students does not yet understand about your purpose instruction?
20	Teacher	Em.. okay, first we can repeat that. For example I ask them to do something or to do the activity and they don't understand what I mean, I can repeat that with the slower intonation and then if they still don't understand e... we can call the students or I go to his or her chair and then I ask "which one you don't understand?" as we know that every students has difference e.. what is that, e.. understanding or have different capability in catching and kind of information they get. So we can't judge that all must understand. No, so if they don't catch what I mean, so I will repeat that again slower and if they still can't understand what I mean so I will come to, if they just one, two or three students, I will come to their chair and then I will ask them "which one they don't understand and I will explain again, but if almost of the students or a half of the students don't get it what I mean, so I need to explain that with the difference language that e.. .more e.. that easier to be

Turn	Speaker	Expressions
		understood. I will change my sentences into the simple one to make them understand what I mean.
21	Researcher	Ok, When should the declarative scaffolding talks used in learning activity?
22	Teacher	e.. for me in my lesson, in my subject, declarative is like explaining, right?
22	Researcher	Yes
23	Teacher	e.. I used that when I teach material about grammar because I think grammar is a little bit difficult for the students. It is little bit complicated, right? So we need more explanation to make the students more understand about the materials, so usually I will talk more when I teaching grammar
24	Researcher	When should the imperative scaffolding talk used in learning activity?
25	Teacher	Usually I used that when I teach speaking. It is like a practical thing or kind of activity, so ask them to do this or to do that.
26	Researcher	And what about the interrogative scaffolding talks, When should the interrogative scaffolding talk used in learning activity?
27	Teacher	I used that when teaching speaking or grammar, because e... after, e.. for example for grammar first, that I have explain that I have to ask them whether it is any question or not or do you have understood or not, or something like that. And when I teach speaking I ask them to e... what thing that you can learn from what we have done so far or e...em.. what is your impression or something like that and I will relate with their daily activity or something like that. So there is many question that I will say to them to encourage them to speak, because when I teach e.. teach speaking,

Turn	Speaker	Expressions
		my goal is I want that my students can produce e...more language
28	Researcher	According to you, when you are teaching English, which one is the dominant scaffolding talk that usually used in learning activity?
29	Teacher	It depends on what the material do you want to e.. do you want to explain like what I have said before that when I speak, it is in my the way of I am teaching, it will be different with the other teacher, because every teacher have his own or their own e.. Style in teaching learning. So if you ask me, according to me, when I teach grammar it will be declarative. In speaking it will be imperative and the interrogative it will be both on them.
30	Researcher	Thank you very much for your time and I think that is all my question
31	Teacher	Ok, you are welcome



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Demikian surat keterangan ini dibuat untuk digunakan semestinya .

Jepara, 12 Mei 2018
Kepala Madrasah

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